

1985

Wofford College Catalogue, 1985-87

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Wofford College Catalogue

1985-1987

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AUGUST 1985

DIRECTORY FOR CORRESPONDENCE

The College in General	The President
Curriculum and Faculty	The Dean of the College and Vice President for Academic Affairs
Admission to the College	The Director of Admissions
Student Life	The Vice President for Student Affairs (The Dean of Students)
Institutional Finance and Planning	The Vice President for Business
Fees and Other Business Matters	The Controller
Alumni Interests	The Director of Alumni Affairs
Information Services, Publications	The Director of Information Services
Registration, Student Academic Records, and Summer Session	The Registrar
Gifts, Grants, and Bequests	The Vice President for Development
Athletic Programs	The Director of Athletics
Scholarships and Other Financial Aid	The Director of Financial Aid
Religious Activities	The Campus Minister
Career Counseling, Placement, and/or Cooperative Education	The Director of Career Services

The mailing address is Wofford College, Spartanburg, South Carolina 29301.

The telephone number is (803) 585-4821.

Parents, students, alumni, and friends are cordially invited to visit the campus, and for information and assistance may inquire at the Admissions Office in the Hugh S. Black Building, or at the Dupré Administration Building, or the Campus Life Building.

DISCLAIMERS AND COMPLIANCE INFORMATION

While Wofford College reserves the right to make changes in its calendar, regulations, fees and expenses, and courses, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective September 1, 1985.

The College makes every attempt to enforce the provisions of the Family Educational Rights and Privacy Act of 1974. This law, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them. It prohibits others, except faculty members or administrators who have "a need to know" and parents who claim their student as a dependent for tax purposes, from access to the student's records, unless that student signs a waiver. A policy statement is available upon request from the Registrar.

Wofford College's policy of non-discrimination on the basis of race, color, religion, national origin, sex, handicap, and age is in conformity with applicable federal laws and regulations.

ACADEMIC CALENDAR FOR 1985-86

1985

FIRST SEMESTER

August	29-30	Thursday-Friday—Pre-Session Faculty Workshop
	31	Saturday—Orientation for new students
September	1-2	Sunday-Monday—Orientation for new students
	2	Monday—Registration for new students
	3	Tuesday—Registration for returning students
	4	Wednesday—Classes begin at 8:30 a.m.
	11	Wednesday—Last day for adding courses and registering
	20	Friday—Last day for dropping courses
October	11	Friday—First grading period ends
	25	Friday—Fall academic holiday
	28	Monday—Classes resume at 8:30 a.m.
	31	Thursday—Interim registration
November	19	Tuesday—Pre-registration for second semester
	21	Thursday—Pre-registration for second semester
	27	Wednesday—Thanksgiving holidays begin at 5:30 p.m. (Friday class and lab schedule)
December	2	Monday—Classes resume at 8:30 a.m.
	6	Friday—Last day of first semester classes
	9-13	Monday-Friday—First semester final examinations
	13	Friday—Christmas holidays begin after final examination

1986

INTERIM

January	5	Sunday—Residence halls open
	6	Monday—Interim begins
	31	Friday—Interim ends

SECOND SEMESTER

February	2	Sunday—Residence halls open
	3	Monday—Registration for second semester classes
	4	Tuesday—Classes begin at 8:30 a.m.
	11	Tuesday—Last day for adding courses and registering
	19	Wednesday—Last day for dropping courses
March	14	Friday—First grading period ends
	21	Friday—Spring holidays begin at 5:30 p.m.
	31	Monday—Classes resume at 8:30 a.m.

April 15
17

May 9
12-16
17-18

June 9

July 11
14

August 15

AC.

1986

August 28-29
30-31

September 1
2
3
10
19

October 10
30

November 18
20
26

December 1
5
8-12
12

1987

January 4 Sunday—Residence halls open
5 Monday—Interim begins
30 Friday—Interim ends

WOFFORD COLLEGE



Summer 86

INTERIM

ACA

1985

August 29-30
31

September 1-2
2
3
4
11
20

October 11
25
28
31

November 19
21
27

December 2
6
9-13
13

1986

January 5
6
31

February 2
3
4
11
19

March 14 Friday—First grading period ends
21 Friday—Spring holidays begin at 5:30 p.m.
31 Monday—Classes resume at 8:30 a.m.

DIRECTOR OF SUMMER SCHOOL
WOFFORD COLLEGE
SPARTANBURG, S.C. 29301

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Spartanburg, S.C.
Permit No. 43

5 Tuesday—Pre-registration for first semester
7 Thursday—Pre-registration for first semester

9 Friday—Last day of second semester classes
6 Monday-Friday—Second semester final examinations
8 Saturday-Sunday—Commencement activities

SUMMER SESSION 1986

9 Monday—First term begins

1 Friday—First term ends
4 Monday—Second term begins

5 Friday—Second term ends

CADEMIC CALENDAR FOR 1986-87

FIRST SEMESTER

9 Thursday-Friday—Pre-Session Faculty Workshop
1 Saturday-Sunday—Orientation for new students

1 Monday—Orientation and registration for new students
2 Tuesday—Registration for returning students
3 Wednesday—Classes begin at 8:30 a.m.
0 Wednesday—Last day for adding courses and registering
9 Friday—Last day for dropping courses

0 Friday—First grading period ends
0 Thursday—Interim registration

8 Tuesday—Pre-registration for second semester
0 Thursday—Pre-registration for second semester
6 Wednesday—Thanksgiving holidays begin at 5:30 p.m.

1 Monday—Classes resume at 8:30 a.m.
5 Friday—Last day of first semester classes
2 Monday-Friday—First semester final examinations
2 Friday—Christmas holidays begin after final examination

INTERIM

January 4 Sunday—Residence halls open
5 Monday—Interim begins
30 Friday—Interim ends

SECOND SEMESTER

February	1	Sunday—Residence halls open
	2	Monday—Registration for second semester classes
	3	Tuesday—Classes begin at 8:30 a.m.
	10	Tuesday—Last day for adding courses and registering
	18	Wednesday—Last day for dropping courses
March	13	Friday—First grading period ends (Spring holidays to coincide with those of Spartanburg County schools)
April	14	Tuesday—Pre-registration for first semester
	16	Thursday—Pre-registration for first semester
May	8	Friday—Last day of second semester classes
	11-15	Monday-Friday—Second semester final examinations
	16-17	Saturday-Sunday—Commencement activities

SUMMER SESSION 1987

June	8	Monday—First term begins
July	10	Friday—First term ends
	13	Monday—Second term begins
August	14	Friday—Second term ends

DIRECTOR OF SUMMER SCHOOL
WOFFORD COLLEGE
SPARTANBURG, S.C. 29301

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The College

Purpose Of The College

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women students.

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965, and the Board of Trustees, October 5, 1965.

History Of The College

One of fewer than two hundred existing American colleges which opened before the Civil War, Wofford was founded in 1854 as a result of a bequest of \$100,000 to the Methodist Church from a Spartanburg minister and business man, Benjamin Wofford. The College's original Main Building with its distinctive twin towers remains in use today, and is listed in the National Register of Historic Places, along with four campus homes.

Wofford's first century was blessed by two outstanding presidents, both nationally recognized as educational leaders. James H. Carlisle, who headed the College from 1875 to 1902, was a man devoted to the idea of a liberal and Christian education, and made this spirit his legacy to the College. His successor, Henry Nelson Snyder, built on this firm foundation to give Wofford a reputation for academic excellence that was recognized in 1941 with a charter for a chapter of Phi Beta Kappa. Of almost 2,000 four-year colleges and universities in the United States, only 243 are Phi Beta Kappa schools, and only three of these are in South Carolina.

During the great era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the versatile Campus Life Building and the modern Sandor Teszler Library. Wofford Terrier athletic teams, with strong financial support from alumni and the Spartanburg community, competed successfully

against much larger schools. Academic innovations included a January Interim, which gave students the freedom to pursue a variety of educational opportunities both on campus and around the world. Once a men's college, Wofford voluntarily opened its doors to racial minorities in the 1960s and to women in the 1970s. At the same time, the College remained true to its classical-college heritage by deliberately limiting enrollment to 1,000 undergraduates and refusing to step back from its emphasis on being "a liberal arts institution of superior quality."

In the 1980s, under President Joab M. Lesesne, Jr., Wofford faces the future with many strengths. The College has an outstanding faculty, a dedicated and talented administrative staff, and a bright and diverse student body. Most important of all, Wofford has a roster of outstanding alumni, including five Rhodes Scholars, four Truman Scholars, and almost 40 college presidents; a host of government leaders at every level, including more than 150 members and former members of the South Carolina General Assembly; fourteen generals and four admirals; and numerous leaders in medicine, religion, law, education, and business. Surely, Wofford's Latin motto, *Intaminatis Fulget Honoribus* ("Untarnished, she shines with honors"), has never been more true than it is today.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level, air-conditioned building with seating accommodations for 385 readers. In service since the fall of 1969, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library's resources and materials—journals, periodicals and newspapers, microforms, audiovisual materials, books—are acquired and maintained to sustain the College's educational programs, to support research activities, and to provide access to information of current and continuing importance.

There are more than 200,000 volumes in the general collections, including bound journals and microfilmed materials. In special collections there are some 10,000 volumes, including important scholarly books of the 16th and 17th centuries.

Also housed in the library are the Wofford College Archives and the records and historical material of the South Carolina Conference of the United Methodist Church.

The various departments of the library are under the supervision of professional librarians, who are available to assist library users in locating material and in fully utilizing the library's resources.

Accreditation

Wofford was one of nine colleges which met in Atlanta in 1895 to form the

Southern Association of Colleges and Schools, and is fully accredited by this regional body today. The teacher education program is accredited by the South Carolina Department of Education under NASDTEC standards.

Phi Beta Kappa Society

Wofford is one of two private colleges in South Carolina with a chapter of Phi Beta Kappa. The College was granted its Phi Beta Kappa Charter in 1941. Eligibility for membership in the Phi Beta Kappa Society is based upon scholarly achievements, high character, and special extracurricular intellectual attainments.

Degrees

The College grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

The Academic Program

The academic program is the primary means by which Wofford College seeks to realize its purpose. Study in a liberal arts curriculum is thought to be the most effective experience for developing persons' ability and motivation for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints the student with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community liberal education also promotes character, appreciation of values, and mature ethical choices. Such general knowledge, abilities, and appreciations are practical for careers of leadership and service and meaning.

The College recognizes that its stated purpose requires its students (1) to acquire knowledge of themselves, the environment, and social institutions and relationships; (2) to become competent learners; and (3) to discover a motivation for learning throughout their lives. The distinctive feature of a Wofford education is that it deals with attitudes and values, as well as with facts and skills, in an atmosphere of Christian community. Wofford has modified its programs to include new and relevant material and approaches, but there has been little, if any, change in Wofford's concept of the purpose of and the reason for a liberal education.

The Curriculum

Courses of study at Wofford express the College purpose and philosophy. The curriculum combines the traditional and the experimental. It exposes students to a broad range of knowledge and provides opportunity to achieve expertise in one or two fields.

General Requirements

All students are required to complete a core of general requirements to insure a broad exposure to our intellectual heritage. These studies are in English, fine arts, foreign languages, science, history, philosophy, religion, and physical education.

Fields of Concentration

The curriculum also provides that students, after completing the core of general requirements, major in one of several fields: accounting, art history, biology, business economics, chemistry, economics, English language and literature, finance, foreign languages, government, history, humanities, intercultural studies, mathematics, philosophy, physics, psychology, religion, and sociology. Course work is available also in seven fields in which majors are not offered: computer science, education, geology, military science, music, theatre, and physical education.

Interim

The academic year at Wofford is divided into three parts: a fall semester of four months; the Interim, which occupies a winter month between the two semesters; and a spring semester of four months.

The Interim program at Wofford frees faculty members and students from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single study project of his or her choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.

In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal education. While that itself involves substantial use of new materials and new approaches at Wofford, innovation and experiment are the *keynotes* of the Interim. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that could not be justified in the semesters.

The combination of these two approaches, each with its own particular merits, offers students and faculty at Wofford the benefits of both.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The "grade" designations of Pass with Honors, Pass, and Fail are used in noting the quality of students' Interim work and accomplishments, and this system of evaluation, as well as the general philosophy of the Interim, allows students to participate in Interim



projects for which they may not have full background, without incurring great risk of damaging the over-all picture of their academic performance.

Pre-Professional Preparation

Many students attend Wofford in order to prepare themselves for professional and other careers. The curriculum provides sound background for the world of work or for study in graduate or professional schools. Pre-professional advisors at Wofford assist students in planning a program of study appropriate to their interest. Pre-professional programs provided by the Wofford curriculum are: law, medicine, dentistry, veterinary science, engineering, and ministry. The program in education leads to secondary certification in biology, chemistry, English, French, Spanish, mathematics, physics, and social studies.

While selected combinations of courses may be recommended for specific objectives, any of the traditional disciplines is sound basic preparation for the world of work. For this reason, pre-professional students are expected to complete a major as part of their study.

Advanced Placement

Wofford grants advanced placement to students who have successfully participated in the Advanced Placement Program of the College Entrance Examination Board. This is a program of college-level courses and exams for secondary school students. Wofford awards credit and exemption to students whose AP examination grades are acceptable (see section on admissions). Study

in AP courses increases students' chances of success in college. Wofford encourages enrollment of students with AP credits.

Cooperative Education

The Cooperative Education Program (Co-Op) is an educational opportunity combining study toward the Wofford degree with management training in business or industry. In most instances the program calls for students to alternate periods of full-time work and study, usually two semesters at work with one to three semesters of school in between. No academic credit is awarded for the period of training, but the combination of academic and management training provides exceptional preparation for careers.

Army Reserve Officer Training Corps

Completion of the ROTC program at Wofford College earns men and women commissions as second lieutenants in the Regular Army or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate level (medical corps, for example). Delays may be granted to students who wish to attend graduate or professional school.

Participation in ROTC at Wofford is voluntary. It should be of interest, however, that among colleges and universities which offer ROTC on a voluntary-participation basis, Wofford has consistently been a leader in the percentage of students enrolled in the ROTC program. In academic year 1984-85, for example, almost a third of the Wofford student body participated in the program. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and certain other expenses (see Catalogue section on financial aid). The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program.

The Basic Program is normally taken during the freshman and sophomore years. It involves no obligation for military service. The four courses in the Basic Program are intended to introduce the student to military customs and organization, familiarize the student with selected weapons, and develop leadership. These courses combine for a total of six credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students selected on the basis of leadership potential who meet the academic and physical standards and who have successfully completed the six credit hours in the Basic Program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a maximum of twelve credit hours. The four courses include instruction in leadership, tactics, military

law, administration, and exercise of command. Advanced Program cadets receive a tax-free allowance for ten months of the academic year, and are also paid during the six-week summer camp they are required to attend between the junior and senior year.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student will be commissioned in either the National Guard or the U.S. Army Reserve for a total of eight years, during which time he or she attends monthly paid drill periods.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. Participation is voluntary and no academic credit is awarded. The activities presently offered are Rifle Team, Special Forces/Rangers, a chapter of the national military honor society of Scabbard and Blade, and adventure activities such as rappelling, orienteering, and mountaineering.

Cooperation With Other Institutions

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. Students at either institution may register on a space-available basis for certain courses offered at the other college, and thus the number and types of courses available to students are considerably increased, efficient use of educational resources is developed, and a fuller relationship between two colleges of similar purpose is fostered.

In addition, Wofford has joint programs with Columbia University and Georgia Institute of Technology in two-degree, five-year curricula in liberal arts and engineering, and a cooperative program with the Emory University School of Nursing.

Further information about these programs is available elsewhere in the Catalogue or in the office of the Registrar or of the Dean of the College.

Foreign Study Opportunities

Qualified students are urged to consider opportunities for travel and study in other countries. A variety of foreign study programs are available which offer an invaluable addition to the Wofford education.

When the foreign study program calendar precludes the student's participation in the Wofford Interim, satisfactory completion of an approved foreign study program will stand in lieu of successful Interim participation for that year.

Wofford Programs for Foreign Study

Wofford College, as a member of the Council on International Educational Exchange, joins with other U.S. institutions in sponsoring cooperative study centers in France (University of Haute Bretagne, Rennes, Brittany) and Spain (Universities of Seville and Alicante).

These centers offer the following general and specialized programs:

SPAIN

Seville: Liberal Arts

Courses: Spanish language and literature, economics, fine arts, history, political science, sociology; teaching of English as a second language; 16-20 credit hours. Minimum language preparation: five semesters of college-level language or equivalent.

Seville: Language and Society

Courses: Spanish language and society, civilization and art, contemporary theater, politics; 12-16 credit hours. Minimum language preparation: three or four semesters of college-level language or equivalent.

Seville: Business and Society

Courses: business, economics, finance, marketing, Spanish society, commercial Spanish; field study in business; 16 credit hours. Minimum language preparation: five semesters of college-level language or equivalent.

Alicante: Language and Area Studies

Courses: Spanish language and area studies, Spanish history, contemporary society, culture and arts, international business and commerce; 16 credit hours. Minimum language preparation: one or two semesters of college-level language or equivalent.

FRANCE

Rennes: Undergraduate Program in Brittany

Courses: French language, literature, and culture, history and art, directed teaching of English at secondary level; 16-20 credit hours. Minimum language preparation: four semesters of college-level language or equivalent.

In addition to the minimum language preparation mentioned above, basic admission requirements for these programs include a 2.75 overall grade-point average, and a 3.0 grade-point average in the student's major area (not necessarily a foreign language). Credits in these programs are awarded by Wofford and are thus included in the computation of a student's cumulative grade-point average. Program costs are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

Interested students should consult the Chairman of the Department of Foreign Languages for further information and application forms.

Other Foreign Study Programs

Wofford students may apply directly to other American colleges and universities which sponsor a wide variety of academic-year and summer foreign study programs in Europe, Latin America, Asia, and Africa. Interested students may consult the Department of Foreign Languages for information. Credits earned for courses in these programs may be accepted as transfer hours at Wofford if passed with a grade of C or higher. (Transfer credits do not affect the student's cumulative grade-point average.) Interested students should consult the Registrar at Wofford.

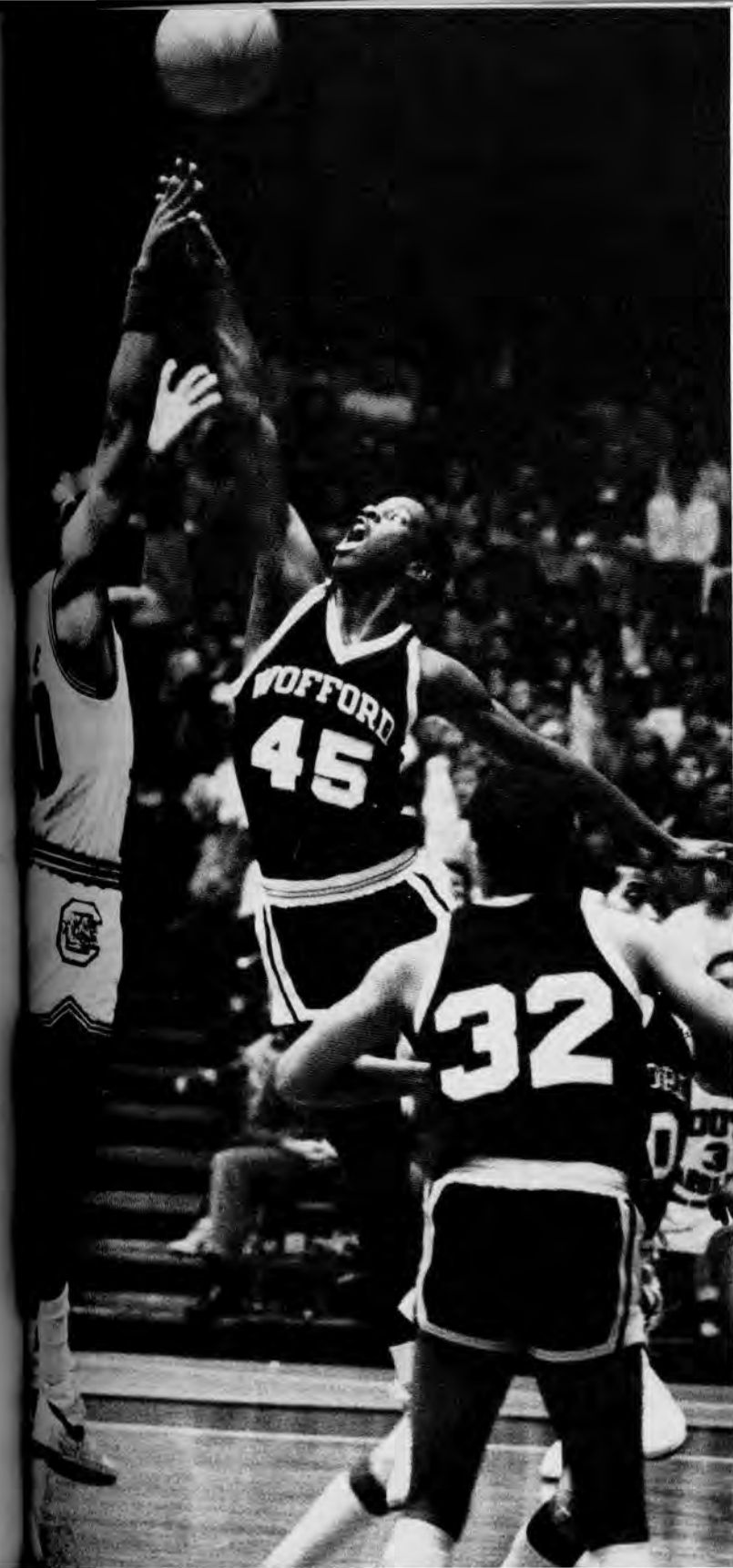
Wofford students have access also to various other opportunities for foreign study, such as travel/study projects in the Interim and a variety of occasional summer institutes.

Summer Session

The Summer Session, conducted in two terms of five weeks each, begins each year in early June and ends in mid-August. (Specific dates are indicated in the calendars appearing in this Catalogue.) The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward the bachelor's degree, in permitting students to make up academic deficiencies they may have incurred, and in providing an opportunity for rising high school seniors to take college courses and earn college credits during the summer. The Summer Session also provides for teachers and other professionals the opportunity to take undergraduate work for certification and recertification.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and forty minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The certifying bodies of the various states have their own rules for granting professional credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in the summer courses. The State Department of Education in South Carolina has established requirements which specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specialized training in content or subject matter.



The Deans and the Registrar exercise general supervision over the student services program. Services are available through the admissions office, the financial aid office, the residence halls, counseling and advising programs, health facilities, the office of the campus minister, and the center for career counseling, cooperative education, and placement. All of these are intended to help meet the needs and develop the capacities of students.

The student activities program is coordinated by the Campus Union through the office of the Dean of Students. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, composed of faculty and students, approves and regulates all student organizations.

Orientation

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and transfer students. During the periods of orientation, which are held in September and, on a lesser scale, in February, participation in a variety of planned activities and processes enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies.

The orientation programs are planned by a college committee of faculty members, students, and administrators, and are carried out under the supervision of the Dean of Students.

Guidance and Counseling Programs

Center For Career Services (Counseling, Cooperative Education, Placement)

The Center offers a number of career services. It provides career guidance and counseling for Wofford students and prospective Wofford students; makes available to Wofford's constituencies a variety of information on the career relevance and importance of liberal arts studies; offers vocational preference testing; provides Wofford faculty advisors with career information which they may impart to their advisees; and maintains a collection of publications on careers and vocations. The Director also coordinates the Cooperative Education Program, an arrangement which permits students to work toward completion of degree requirements and of a management training program concurrently. This opportunity is described more fully elsewhere in this Catalogue.

The Center helps seniors and graduates locate employment positions in fields appropriate to their interests and abilities. Students seeking placement are invited to register with the Center early in their senior year. When they have done so, they have access to the Center's various services, which include assisting with the preparation of credentials, providing information regarding job opportunities, developing contacts with prospective employers, and arranging interviews with representatives of various businesses and industries which are invited to the campus.

The Office of the College Counselor and Campus Minister

The Office of the College Counselor and Campus Minister conducts a wide range of counseling and ministering activities. Ministry is available to all persons in the College community (students, faculty, administration, staff, non-academic employees, and parents). The Office administers programs which involve students in Christian service and witness.

Testing

Wofford College provides testing services to assist all students in realizing their potential. Vocational, aptitude, ability, and personality tests assist students in assessing their capacities and direction in life in order that they may take wise advantage of their academic and career opportunities.

Students interested in such testing should consult the Director of Career Services.

Faculty Advising for Freshmen and Sophomores

Before arriving at the College, each new student is assigned to a faculty advisor for the first two years at Wofford. Before each registration, freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

In order to take full advantage of advisors' abilities and interests in assisting them with sound, helpful counsel in the critical first two years of college, freshmen and sophomores should feel free to initiate contact with their advisors on any matters with which they need help.

Departmental Advising

Toward the end of the sophomore year, students are to specify the academic department in which they intend to major. When that step is taken, a faculty member in the intended major department (normally the Chairman) becomes

the student's advisor for the junior and senior years. During that time, students can and should consult their departmental advisors on all matters concerning their majors and related work.

Student Health Services

The College maintains on campus an infirmary staffed by a registered nurse, with College physicians on call. Preventive as well as remedial attention is given.

The comprehensive fee paid by resident students entitles them to medical care by the College nurse or College physicians in ordinary cases of sickness and accidents. Bed care in the infirmary is available for a limited time for minor illnesses when necessary. The fee does not provide, and the College does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

A voluntary health and accident insurance program is available. Each student will receive details on this program prior to registration each fall.

Student Employment

A limited number of part-time jobs are available on the campus. Students interested in on-campus employment should contact the Director of Financial Aid. Also, there are opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing such employment should consult with the Director of Job Development in the Financial Aid Office.

While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than 10-20 hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

Financial Aid Services

Financial aid services are available in the Financial Aid Office (see Catalogue section on Finances). In addition, the chairmen of the academic departments can assist Wofford seniors by providing information regarding scholarships, fellowships, assistantships, and other financial aid for study in graduate and professional schools.

Residence Halls

The College operates five residence halls accommodating approximately eighty percent of the student body. Residence hall life is an important part of the educational experience at Wofford.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. The rooms are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels; these may be rented from a private firm which offers its service on the campus.

Students, including freshmen, insofar as facilities permit, are assigned with requested roommates. They are assisted in developing the residential community by hall counselors who live on each floor. These student staff members are selected for their ability to assist and advise their fellow students. Each resident assistant is alert to the needs of students who have academic or other personal problems. They work with the Dean of Students to create an atmosphere conducive to the well-being of all students. All students are responsible for maintaining this atmosphere.

Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

Religious Opportunities

Wofford College is a Christian institution related to the United Methodist Church. It strives to create an atmosphere congenial to the development of Christian character. It insists that members of the faculty be persons of integrity and that they cooperate sympathetically in maintaining and developing the religious life of the campus. In the matter of academic instruction, the departments of religion and philosophy offer appropriate courses in Bible, ethics, and Christian history and thought. In their own religious development, students receive encouragement and guidance from the faculty, worship services, religious programs and frequent public lectures, periods of religious emphasis, and the activities of student religious organizations.

Student Regulations

Wofford's regulations and policies regarding campus life and student conduct are stated in the *Wofford College Student Handbook*. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the campus judicial system, the rights of due process, and policies

regarding academic discipline and class attendance. The *Handbook* also contains in full the Code of Student Rights and Responsibilities. The *Handbook* is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the *Handbook* and to keep it available for reference.

Automobile Regulations

A motor vehicle operated on campus must be registered with the Public Safety Department within two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of campus parking and traffic regulations, with which all are expected to be familiar and in compliance.

Residence Regulations

All single full-time students, except those commuting daily from their homes or homes of relatives (i.e., grandparents, aunts, uncles, or married brothers and sisters) are required to live in the College residence halls and to take their meals in the College dining hall. Exceptions may be granted by the College, upon application, in the following cases:

1. A student who is in active military service or who is a veteran of two years of military service.
2. A student who is regularly employed thirty-five hours or more each week and whose schedule would make living in the residence halls or taking meals in the dining hall impractical.
3. A student who for reasons of health, *certified by a physician or practicing psychologist*, cannot accommodate to residence hall living or who cannot receive a proper diet in the dining hall.

Students taking fewer than nine hours in a semester must have special permission from the Dean of Students to live in the residence halls.

Each resident student must pay a \$50 security deposit which is held by the College as long as the student resides in College housing. When there are residence hall damages for which students are responsible, the students will be charged for them and the charges will be deducted from their deposits. At the time a student ceases to reserve or reside in College housing, the balance of the deposit becomes refundable.

Resident students who wish to retain rooms for another year must notify the Director of Housing in writing and make a \$100 room reservation deposit (as announced by the housing office) to obtain a room assignment for the next year. This deposit is refunded if the Director of Housing is notified in writing prior to June 1 that the student does not plan to return to the dormitory to live.



Student Activities

Wofford maintains a program of student activities which complement and support the academic program in achieving the College's purpose. The Dean of Students administers the activities program.

Organizations

Formal recognition of student organizations may be granted upon application to the Student Affairs Committee. Named and described below are the organizations which are currently recognized.

Academic, Service, and Honorary Organizations

Accounting Society: To provide a forum for open discussion and advancement of accounting in business, to supplement classroom offerings and enable students to gain a better understanding of accounting and its role in the business world.

Adventurers Club: To promote appreciation for ecology and to develop outdoor skills including backpacking, camping, canoeing, and whitewater kayaking.

Alpha Phi Omega National Service Fraternity: To develop leadership, promote friendship, and provide service to humanity.

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.

Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.

Baptist Student Union: To provide religious activities for students through Bible study, discussions, retreats, and conferences.

Blue Key National Honor Fraternity: To recognize juniors and seniors for academic and extracurricular leadership.

Campus Christian Association: To develop the Christian community on campus and provide a means for spiritual growth for the individual members.

Circle K International: To provide students with a means by which those individuals interested in helping others and being of service in society can express that concern.

Delta Phi Alpha: To honor excellence in the study of German and promote understanding of German literature and culture.

Economics Society: To provide a forum for free and open discussion of economic concerns of importance, to supplement the classroom offerings in economics, and to provide an outlet for student ideas.

Fellowship of Christian Athletes: To confront athletes and through them other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Forensics League: To encourage awareness of public issues and an interest in public speaking events available to Wofford students.

Norman C. Armitage Societe d'Escrime: To devote itself to the preservation of the fencing arts and the development of individual fencing skill.

Pep Club: To promote spirit and enthusiasm at athletic events following the leadership of the cheerleaders.

Phi Beta Kappa: To encourage academic excellence by honoring persons elected on the basis of scholarly achievement, high character, and special extracurricular intellectual attainments.

Pi Delta Phi: To recognize outstanding scholarship in French language and culture.

Pi Gamma Mu: To improve scholarship in social studies and inspire social service to humanity by an intelligent approach to the solution of social problems.

Pre-Law Society: To foster interest in legal careers and disseminate information concerning all aspects of the legal profession.

Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.



Pre-Ministerial Society: To provide students with activities and information relating to careers in the ministry.

Psi Chi: To further interest and educational inquiry into all aspects of scientific psychology.

Scabbard and Blade: To raise the standard of military education in American colleges and universities; to encourage and foster the essential qualities of effective officers; to promote fellowship among the cadet officers; and to sponsor civic, recreational, and charitable activities.

Senior Order of Gnomes: To gather together and recognize two to four of the most prominent and influential members of the senior class.

Sigma Delta Pi: To honor students for excellence in the study of the Spanish language.

Society of Physics Students: To advance and share knowledge of the science of physics and to encourage student interest in physics throughout the academic and local communities.

Theatre Workshop: To provide an outlet for Wofford students to express themselves through the dramatic arts.

Wofford College Campus Union: To coordinate the various aspects of campus life through the student assembly and its committees.

Wofford College Heritage Club: To unite its members in fellowship and in co-operative effort with the College community toward the fulfillment of the purposes of the College.

Wofford College Young Democrats Club: To provide an organization for students who are Democrats to express themselves politically.

Wofford College Young Republicans: To provide students with the opportunity to participate in the political process on a national, state, and local level.

Musical Organizations

Glee Club: To give qualified students the opportunity to develop and use choral music skills. The Glee Club makes numerous public appearances and participates in a spring tour.

Gospel Choir: To develop an appreciation for gospel music. The Gospel Choir develops fellowship through the practice and performance of gospel music.

Concert Choir: A co-educational choral group which often appears with the Glee Club in addition to making separate public appearances.

Pep Band: Designed to give students with previous instrumental experience an opportunity to develop their musical skills through rehearsals and public appearances.

Wofford Singers: A show choir composed of selected students who perform regularly for College and civic functions.

Social Fraternities

Interfraternity Council is the executive body for seven of the eight national Greek fraternities on campus. The Council arbitrates fraternity disputes and handles all interfraternity social affairs in addition to administering fall rush.

The social fraternities for men at Wofford are:

Alpha Phi Alpha	Kappa Alpha
Kappa Sigma	Omega Psi Phi
Pi Kappa Alpha	Pi Kappa Phi
Sigma Alpha Epsilon	Sigma Nu

The Wofford College Panhellenic Council is composed of representatives from all eligible women's fraternities and sororities on campus. The Council (delegates from each chapter) is responsible for local panhellenic operation in accord with National Panhellenic Conference policies and procedures and for developing and maintaining fraternity life and interfraternity relations at a high level of accomplishment.

The social fraternities for women at Wofford are:

Kappa Delta	Zeta Tau Alpha
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Represented at Wofford are three sororities affiliated with the National Pan Hellenic Conference. These are not Wofford College organizations, but there are chapters in the local area which accept members from all area colleges:

Alpha Kappa Alpha
Delta Sigma Theta
Zeta Phi Beta

Athletics

Intramural Sports: This program provides for the organization and participation of intramural teams in various sports, including softball, touch football, basket ball, racquetball, tennis, and volleyball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

Intercollegiate Athletics: A program of intercollegiate athletics is recognized by Wofford as an important part of college life. The College believes in high amateur standards for intercollegiate athletics, and as a member of the National Association of Intercollegiate Athletics, conforms to the rules and requirements of that association. Wofford fields intercollegiate teams in football, basketball, baseball, tennis, golf, soccer, riflery, and volleyball.

Publications

The College Committee on Publications exercises financial control over the three principal student publications and elects their editors-in-chief and business managers. In addition, the Committee is at the service of the student staffs for suggestions or advice concerning their work.

Publications under the jurisdiction of the Committee are the *Old Gold and Black*, a campus newspaper; the *Journal*, a literary magazine; and the *Bohemian*, a yearbook.

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts.

The *Old Gold and Black*, edited by the students, presents reports of news and happenings on the campus, together with editorial comments and interpretations of matters of special interest to students.

The *Journal*, established in 1889, is a magazine intended to represent the best intellectual life of the student body. It publishes stories, poetry, essays, drawings, and photographs. The method of treatment is literary in character. It is published once or twice during the school year.

The *Bohemian* is an illustrated volume published annually near the close of the year by the student body. It is a record of student activities and achieve-

ments for the year — literary, scholarly, athletic, social, and religious — and it includes photographs of various college organizations, campus scenes and buildings, and individual students, faculty, and staff.

Rules governing student publications are printed in the Code of Student Rights and Responsibilities.

Awards

The following awards are among those given through the College in recognition of excellence in various achievements and qualities:

Departmental Awards: Given by the academic departments to outstanding seniors for academic excellence.

The W. Norman Cochran Citation: Given for excellence in the field of publications.

Charles E. Cauthen Award: Given to a member of the Kappa Alpha Order for academic achievement.

Helmus Poetry Prizes: Given for outstanding achievement in the writing of poetry.

Journal Awards: Given for outstanding achievement in the writing of short stories.

Military Science Awards: Awarded by various organizations to students enrolled in military science for outstanding character, performance, and potential for service.

Music Awards: Given for outstanding achievement in the performance of choral and instrumental music.

American Legion Award: Given to a senior for demonstration of academic excellence, courage, and campus citizenship.

Outstanding Citizen Award: Given by the Alumni Association to the senior who has made the greatest contribution in service to the College.

Who's Who Among Students in American Universities and Colleges: Bestowed upon a select group of seniors in recognition of excellence in scholarship, leadership, campus citizenship, service to the College, and promise of usefulness to business and society.

The Algernon Sydney Sullivan Award: Awarded annually by the College through the benefaction of the Southern Society of New York to two men, one a member of the senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually to two women, one a senior student, one a non-student, in recognition of humanitarian character



and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love, and unending benevolence in the service of mankind.

The William Stanley Hoole Award: Named after William Stanley Hoole, class of 1924 and captain of the 1923 Wofford College football team, and awarded annually to the senior intercollegiate athlete with the highest academic average.

The William James McLeod Award: A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals of dedicated and responsible service exemplified by the life of William James McLeod, who was a merchant and

farmer of Lynchburg, South Carolina, known for his service to his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.

The Charles J. Bradshaw Award: A silver bowl presented annually to the senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.

The President's Award: Given in those years in which a senior has made unusual contributions to the College.



Wofford College admits men and women of good character who demonstrate the potential for successful academic work at Wofford. The College seeks students who are ready to assume responsibility for their personal behavior and for their learning and who will contribute to the campus community. Wofford seeks students from diverse racial, cultural, economic, and geographic backgrounds.

Dates Of Entrance

Freshmen and transfer students may enter the College in September, January (Interim), February, June, or July.

Application Procedures

Students should write to the Director of Admissions for information on application procedures. Wofford's application packet, included in the Viewbook, contains all the necessary forms and instructions.

1. All persons seeking admission must complete the Application for Admission which is to be submitted to the Admissions Office with a \$20 non-refundable application fee.
2. Transcripts of previous academic work are important indicators of academic potential. Applicants for the freshman class must have transcripts of their high school records sent to Wofford directly from the high schools attended. Transfer applicants must submit high school transcripts, college transcripts, and Information on Transfer Student form (obtained from the Admissions Office and completed by an official of each college attended).
3. The results of a student's performance on standardized tests are helpful in assessing potential for success at Wofford. All freshman and transfer applicants are required to submit the results from their performance on the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Achievement Tests in two fields of interest are recommended, but not required.
4. An evaluation from the guidance counselor is required for all freshman applicants. It should be sent to the College by the high school. In addition, it is helpful to have a letter of recommendation from a teacher or other respected adult who knows the applicant well. These may be sent to the Director of Admissions for freshman and transfer applicants.

After November 1, the Committee on Admissions acts on applications when they have been completed (as soon as application forms, fees, transcripts, test scores, and guidance counselors' evaluations have been received), and applicants are notified of the Committee's decision directly thereafter.

To help the College plan and to reserve a place in the class, accepted students who intend to enroll at Wofford are requested to notify the Director of Admissions as soon as possible. A written acceptance of admission must be accompanied by a \$150 deposit for resident students and a \$100 deposit for commuting students. Reservation deposits, credited against comprehensive fees for the first semester, are not refundable after May 1.

A Medical History and Physical Examination Form will be mailed at the time of acceptance. This form must be completed by a physician and mailed to the Admissions Office before the student enrolls in the College.

Personal Interviews And Campus Visits

Although the admissions process does not require personal interviews, they are helpful. Applicants and other interested students are urged to visit the campus and talk with representatives of the College. Visitors can be served more effectively if arrangements are made in advance. Interviews may be scheduled for weekdays from 9 a.m. to 4 p.m. and for Saturdays from 9 a.m. to noon. The Admissions Office telephone number is (803) 585-4821, extension 275. The office is located in the Hugh S. Black Building.

Twice a year the College holds hospitality visitation programs for invited high school juniors and seniors. Interested students and parents should contact the Director of Admissions for further information about these and other opportunities for visiting the campus.

Requirements For Admission

Students should prepare for the challenges of Wofford by taking a strong academic program in high school. Applicants should be in the senior year of high school, and normally must be high school graduates when they enroll at Wofford. While the College does not prescribe a rigid set of course requirements, it strongly recommends that applicants' high school study include the following:

English	4 years
Mathematics	4 years
Laboratory Science	3 years
Foreign Language	2 years
Social Studies	2 years



Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention not only to the applicant's high school or college program, but also to class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

In unusual circumstances the College will admit applicants who desire to enter college without having previously obtained a high school diploma. Such applications are carefully reviewed by the Committee on Admissions, and admission may be granted on evidence of superior ability and maturity. Other persons who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis.

College Study Opportunities For High School Juniors And Seniors

Wofford College makes it possible for qualified students to combine high school study with the freshman year in college in two ways.

For rising high school seniors, Wofford College offers the Summer Advancement Program. This is an opportunity for qualified students to attend Wofford, taking regular college courses, during the summer preceding their senior year. The experience acquaints them with college and can help in the selection of high school courses which will improve their background for future college-level work. Credits earned in the Summer Advancement Program may be applied toward the student's record should he or she enter Wofford as a full-time student upon graduation from high school. Transfer to other colleges of credits earned in this program is subject to the approval of the other institutions. Eligibility for the Program is based upon high school academic performance and recommendations from guidance counselors and teachers, with additional consideration given to standardized test scores. Admission is granted on an individual basis, but a general guideline for eligibility is that the applicant should rank in the top quarter of his or her high school class. Application may be made by writing to the Director of Admissions. The Summer Advancement Program is offered within the same calendar, and for the same fees, as the Summer Session at Wofford.

In another way Wofford provides opportunity for high school students. Juniors and seniors are encouraged to take one or two courses each semester at Wofford. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school and must be recommended by their principal. Juniors must rank in the upper fifth of their class. Seniors must rank in the top fourth. The fee for taking Wofford courses through this program is \$50 per semester-hour of work taken. If at a later time students want credits transferred to another college or university, they must pay the difference between the \$50 per semester-hour fee and the regular charge per hour at the time they took the Wofford course(s). For those students who subsequently enroll at Wofford there will be no additional charge.

Transfer From Other Institutions Of Higher Learning

Candidates submitting evidence of studies successfully completed at other accredited institutions of higher learning may be considered for admission with advanced standing, provided they are eligible for readmission to the

Educational Opportunities For Non-Traditional Applicants

Wofford College encourages individuals who are beyond the traditional high school age and/or background, including military veterans or career military personnel, to pursue an educational program leading to an undergraduate degree. So that the College can outline specific academic programs and provide counsel in general, we urge people who are interested in these educational possibilities to confer on campus with the Director of Admissions and the Registrar, if possible, and to submit their credentials for evaluation in any event. Inquiries are welcomed by the Registrar, who provides the official evaluation of previously earned credits.



Finances

Fees

For each academic year, the College establishes comprehensive, or inclusive, fees for resident and commuting students. Comprehensive fees do not cover the entire cost of the College program. More than \$1300 per student is provided each year from endowment and other investment earnings, and from annual gifts from United Methodist churches, alumni, parents, businesses, and other friends of the College. For the 1985-86 academic year, comprehensive fees were set at \$7,920 for resident students, and \$5,175 for day students.

The schedule for fee payment is as follows:

	First Payment Period	Second Payment Period
Resident student	\$4,400	\$3,520
Commuting student	\$2,875	\$2,300

The first payment period includes the fall semester and the Interim. The fee is due prior to registration for the fall semester. A student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim. The second payment period is for the spring semester and payment is due prior to registration for that semester. The fee for students entering Wofford at the Interim and continuing through the spring semester is equal to that for the first payment period. It must be paid prior to matriculation for Interim.

The comprehensive fee includes tuition and student activities fees, and in the case of resident students includes room, board, and limited infirmary care. It provides for each student one copy of the college annual* and subscriptions to other student publications, admissions to home athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the Administration.

The comprehensive fee does not include the \$50 security deposit which must be paid by each resident student. This deposit is held by the College as long as the student resides in college housing. When there are residence hall damages for which students are responsible, the students will be charged for them and the charges will be deducted from their deposits. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs of travel, subsistence, or activities on foreign trips or other off-campus travel.

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Registrar or the Business Office.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Registrar or the Business Office.

Summer fees are shown in the Summer Session brochure.

*The annual staff has the authority to make additional charges for personal photographs which appear in the yearbook.

Regulations Regarding Payments

1. All students must pay comprehensive fees before registering, and resident students must pay before being permitted to occupy college housing. Payment of fall semester fees by August 15 and spring semester fees by January 15 is recommended in order to avoid delays in registration or room assignments. Any scholarships or grants are credited to students' accounts at the beginning of each semester.

2. Return of any portion of the comprehensive fee will be made only in case of permanent withdrawal or other separation from the College and on the following basis:

When the Student Has Been Enrolled	Portion of Refundable Comprehensive Fee Returned
Two weeks or less of the semester	80%
From two to four weeks of the semester	60%
From four to six weeks of the semester	40%
From six to eight weeks of the semester	20%
Over eight weeks of the semester	0

Room assignments are made on a semester basis. Therefore, there will be no refund of the portion of the comprehensive fee applicable to "room."

3. The *Student Handbook* explains policies related to fines, returned checks, and other miscellaneous charges which students may incur. Students who do not clear all debts to the College in accordance with stated policies will be separated from the College.

4. Transcripts will not be issued by the Registrar to or for students or former students who have not settled all financial obligations to the College, including timely payment of any loan fund notes.

5. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

Reservation Deposits

Both resident and commuting students are required to pay deposits to reserve their places in the student body for the next year. The amount of the required deposit is \$150 for resident students and \$100 for commuting students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

Reservation deposits made by entering freshmen and transfer students are non-refundable after May 1.

Currently enrolled students who plan to return to the College for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. And in the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees

that rooms will be available for those who do not pay the deposit by the due date.

Reservation deposits by currently enrolled students are refundable if the Dean of Students is notified in writing prior to June 1 that the student does not plan to return for the fall semester.

Financial Assistance

Wofford College helps many students meet their educational expenses. Wofford's financial aid program is supported by federal and state funds, by gifts from friends, and by the College's own resources. The aid programs, policies, and procedures are described in detail in a financial aid brochure available from the Admissions Office or the Financial Aid Office.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded on the basis of scholarship, leadership, athletic ability, or career plans. Application for financial aid should be made through the Financial Aid Office, which will seek to arrange a grant, scholarship, loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit the financial information necessary to determine the assistance for which they are eligible. Appropriate forms are distributed by the College Scholarship Service and may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through generous gifts by friends of the College, a number of academic scholarships have been established. The criteria for the scholarships vary, but most require recipients to maintain a grade-point average of 2.75 and have financial need not met by other scholarships or grants. Good citizenship is required to maintain any College scholarship.

During the semesters and Interim, aid is available in the form of scholarships, employment, and loans. Aid is limited for summer school although loans and work are sometimes available. Pell Grants may be used during the summer, although students are encouraged to spend that entitlement during the regular semesters. Wofford scholarships normally are not available in the summer. The exception may occur for students enrolled in Wofford's Cooperative Education Program. If these students do not use their scholarship because they are working during a regular semester, they may use it to help meet their expenses for summer terms. A participant in Cooperative Education should consult the Director of Financial Aid to work out the details of his or her budget and aid for each year.

Aid based upon financial need may not be awarded in excess of the amount the student needs for educational expenses. For resident students, no Wofford scholarship or grant, or combination of grants which includes one from Wofford, may exceed the comprehensive fee; and normally, for commuting students,

none will exceed tuition and fees. If a student's need is greater than these limits, the need may be met with a loan or work award.

Rule On Satisfactory Academic Progress

In order to receive aid from the federal aid programs (Pell Grants, Supplemental Grants, College Work-Study, National Direct Student Loans, Guaranteed Student Loans, Parent Loans for Undergraduate Students) or from aid programs funded by Wofford College and controlled by the Financial Aid Office, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study.

Satisfactory progress requires that the student's grades be above the level for exclusion. Academic exclusion is determined on the basis of the student's cumulative grade-point average, as explained elsewhere in this Catalogue.

In addition, satisfactory progress requires the student to earn 24 semester hours each academic year (September-August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter-time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Upon re-entering the College, the excluded student may re-establish satisfactory progress by earning grades which are high enough to bring the cumulative grade-point average above the exclusion level or by earning a 2.0 on at least 12 hours. The student will not be given federal or College funds controlled by the Financial Aid Office until that has been done. For this purpose, the student will be evaluated at the midpoint of the regular semester in which he or she re-enters the College, and if satisfactory progress has been re-established, payment of aid for which the student had otherwise been eligible will be made retroactively for the whole semester, provided funds are available at that time. If satisfactory progress is re-established in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards will then be made if funds are available.

Further, awards to students of federal funds and Wofford funds controlled by the Financial Aid Office will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated. For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain College funds (academic scholarships, tuition remission benefits, ministerial grants, and grants to sons and daughters of Methodist ministers) are limited to eight semesters.

Exceptions to exclusion granted through the appeal process to the Registrar will not reinstate financial aid until the student has re-established satisfactory



progress as outlined above. If a student feels that there are extenuating circumstances and wishes to appeal the withdrawal of aid, he or she must file a request in writing to the Director of Financial Aid within ten (10) days of being notified by the Director that he or she is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the student will be notified of the Committee's decision. The Financial Aid Committee is composed of the Director of Admissions, the Director of Financial Aid, the Dean of the College, and one faculty member.

Grants and Scholarships

The Scholars Programs — A number of major four-year scholarships ranging in value from \$1,000 to almost \$8,000 per year are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these scholarships is based on competition held during the fall of the applicant's last year in high school. Candidates may be nominated by participating high schools and by chapters of the Wofford College National Alumni Association. Students who think they may qualify for this scholarship program should inquire with their guidance counselors or with the Wofford Admissions Office.

Several major scholarships in the Wofford Scholars Programs are available to Wofford seniors for one year and to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership.

The Scholars Programs are listed below and are described individually later in this section:

Cleveland Scholars	Leonard Scholars
Crenshaw Scholars	Loftin Scholars
Daniel Scholars	McAlister Scholars
and Daniel Finalists	and McAlister Finalists
Dean's Scholars	McCalla Scholars
Gosnell Scholars	Springs Scholars
Hipp Scholars	Wickware Scholars
Holcombe Scholars	Anna Todd Wofford Scholars
Holloway Scholars	Benjamin Wofford Scholars

Wofford College Merit Scholarships — In cooperation with the National Merit Scholarship Corporation, Wofford College awards scholarships each year to National Merit Finalists who have designated Wofford as their first choice. Stipends range from \$500 to \$2,000 per year depending upon need.

Wofford General Academic Scholarships — These awards range from \$700 to \$1,200 per year on the basis of financial need and grade average (2.75 minimum). They are awarded annually, but are renewable. They are funded in most part by the general and endowed scholarships listed in this section.

Ministerial Scholarships — Ministerial students and children of United Methodist ministers may, upon application to the Director of Financial Aid, receive grants in accordance with the following schedule:

Ministerial students, all denominations:	\$1,000 per school year
Children of United Methodist ministers:	\$500 per school year

A student preparing for the ministry and accepting grants under the above provision will be required to sign notes which will be cancelled upon his or her being received into full connection with a United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or being ordained in churches of other denominations.

The term "United Methodist minister" refers to United Methodist ministers in full connection with a United Methodist Conference and to approved supply pastors currently serving full-time in the South Carolina Conference.

Athletic Grants — Athletic grants-in-aid are available in most sports. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under this program, the Exchange

has temporarily restricted the College from accepting additional students under this benefit.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year, three-year, and two-year scholarships. These ROTC scholarships pay for college tuition, textbooks, laboratory fees, and other miscellaneous academic expenses. In addition, a scholarship student receives a tax-free allowance for up to ten months of each school year that the scholarship is in effect. The four-year scholarships are awarded on a competitive basis to high school seniors who are about to enter college as freshmen. Any full-time student at Wofford may apply to compete for the three-year and two-year scholarships. The key factors considered in the selection process for these scholarships include academic standing, leadership ability, and general motivation. The number of ROTC scholarships available at Wofford has steadily increased.

Pell Grants — Pell Grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. Department of Education. Application is made on forms available from high school guidance offices or from college financial aid offices.

Supplemental Educational Opportunity Grants (SEOG) — These are awarded by the College from funds it receives from the federal government to a limited number of students with financial need.

South Carolina Tuition Grants — The Higher Education Tuition Grants Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards are based on need and merit. Application forms are available through high schools, college financial aid offices, and the Tuition Grants Committee, P.O. Box 11638, Columbia, South Carolina 29211. Tuition grants are made for one year but may be renewed. Grants up to \$2,430 may be made to students attending Wofford during the 1985-86 academic year. No grant can exceed the financial need of the applicant.

Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The S.C. Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants

Milliken and Company Scholarships — These grants provide \$2,000 per year to employees or to sons or daughters of employees of Milliken and Com-

pany on the basis of scholarship promise, character, and need. They are awarded through the S.C. Foundation of Independent Colleges.

Spartanburg County Foundation Scholarships — Each year the Foundation awards six four-year scholarships to graduates of high schools in Spartanburg County. For students attending Wofford, the award pays \$1,800 per year. Information can be obtained from the Spartanburg County Foundation.

J.E. Surrine Scholarships — The Surrine Scholarship Fund was established by Joseph E. Surrine as a memorial to his parents. The Fund assists worthy students from Greenville County, S.C. Information can be obtained from the Surrine Scholarship Program, P.O. Box 2848, Greenville, S.C. 29602.

Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. The scholarships are administered by the Kittie M. Fairey Scholarship Fund, Trust Department, South Carolina National Bank, Columbia, S.C. 29202.

C.G. Fuller Scholarships — This fund was established by Mr. C.G. Fuller to assist deserving and needy students from South Carolina who are attending schools in the state. Information may be obtained from Bankers Trust of South Carolina, C.G. Fuller Scholarship Fund, Trust Division, P.O. Box 448, Columbia, S.C. 29202.

Student Employment

A number of part-time jobs for students are available on the campus. Application should be made to the Director of Financial Aid. The largest work program is known as *College Work-Study*. It is supported by federal funds and provides assistance to students who have financial need. A more limited number of jobs are available without regard to financial need.

Student Loans

Several loan programs are available to meet educational expenses and are administered on the basis of financial need through the Financial Aid Office. Inquiries should be made to the Director of Financial Aid.

National Direct Student Loans (NDSL) — This program provides loans for students who are enrolled at least half-time. Repayment of principal and 5 percent interest begins six months after the student leaves college.

Guaranteed Student Loans — This program allows middle-income students to borrow from a participating bank, state agency, or other financial institution. Repayment of principal and 8 percent interest begins six months after the student leaves college.

United Methodist Student Loans — Members of the United Methodist Church may borrow \$700 per academic year.

The Pickett and Hatcher Endowment Fund — This fund provides interest-free loans for needy students studying the liberal arts. Information may be obtained by writing to the Pickett and Hatcher Educational Fund, P.O. Box 1238, Columbus, Ga. 31902.

Parents Loan for Undergraduate Students (PLUS) — This federal program permits parents to borrow up to \$3,000 per year for each student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The interest charge is variable.

Tuition Plan, Inc. — This program allows payment of tuition and fees on a monthly basis for up to four years. Information may be obtained by writing to the Tuition Plan, Inc., Concord, N.H. 03301.

Wofford College Loan Funds — Donors have sometimes given the College amounts to be used for student loans. These gifts have been used to provide the required matching funds for the National Direct Student Loan program.

Endowed Scholarships

Listed below are endowed funds at Wofford College from which annual scholarships are awarded. Each has its own standards. Each of these scholarships is part of the college's permanent endowment, and awards are made from annual interest earned by the endowment. Some endowed scholarship funds were established before Wofford had an official policy for accepting endowed gifts, so the amount awarded varies in each case. Today, the minimum endowment required before the College will award a scholarship's earnings is \$10,000. A full scholarship (comprehensive fees for one student for one year) requires an endowment of \$100,000. Those scholarships which have reached the \$10,000 endowment level are described in the following list.

The John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of \$500,000 from the Abney Foundation of Greenwood, South Carolina, in memory of John Pope Abney, a member of Wofford's Class of 1904. Awards from this Fund may be made to students who demonstrate leadership potential and who meet part of their educational expenses through participation in the College's work or athletic programs.

The George Cotton Smith Adams Endowed Scholarship Fund was established shortly after Dr. Adams' death in 1981 by his widow, Mrs. Adaline

Holaday Adams of Spartanburg, and their sons, Charles Edward Adams and George Holaday Adams. The family's gift of property, and contributions which were received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1976, established this scholarship for an outstanding student of foreign languages. It is renewable, contingent upon outstanding academic performance by the recipient.

The Bernard M. Baruch Scholarship Fund was established by Mr. Bernard M. Baruch of New York, New York and Georgetown, South Carolina, in February 1939 for worthy students who possess outstanding qualities and promise.

The E. Talmage Bowen Endowed Scholarship Fund was established in 1981 with an unrestricted bequest from Mr. Bowen's estate. Mr. Bowen was a member of Wofford's Class of 1917. This scholarship is awarded annually to a student on the basis of need, character, and academic merit.

The Professor and Mrs. Charles E. Cauthen Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen served on the faculty from 1943 to 1964. Income from the fund is awarded annually to a deserving and needy undergraduate student.

The Virginia L. Chaplin Endowed Scholarship Fund was established in 1983 by Alec H. Chaplin, a member of Wofford's Class of 1961, in honor of his mother, Virginia L. Chaplin. Income from the fund is awarded annually on the basis of need and merit.

Dr. James Alburn Chiles, Sr., and Mrs. James A. Chiles, Jr., Memorial Scholarship Fund was established in the will of Marie D. Chiles. The income provides one or more scholarships for worthy students.

The Class of 1932 Endowed Scholarship Fund was established in 1982 by Edward K. Hardin, III and his fellow classmates from the Class of 1932 at the time of their 50th reunion. Scholarships from this fund are to be awarded to worthy students.

The John B. Cleveland Endowed Scholarship Fund was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, a distinguished benefactor of Wofford College. The fund provides a scholarship for a freshman science student and for a rising junior or senior science student. The junior or senior recipient is selected by the chairmen of the science departments.

The W. Scott Cogswell Scholarship Fund was established in 1978 in memory of W. Scott Cogswell, a graduate of the Class of 1968, a member of the football team, and an active alumni leader in Charleston, South Carolina. The award was established by his family and friends in recognition of his love for Wofford College. The scholarship is awarded annually to a member of the golf team

whose character, scholastic achievement, and college service indicate a love and dedication to the ideals of Wofford College.

The Pierce Embree Cook Scholarship Fund was established by Mr. Robert J. Maxwell, Jr. of Greenville, South Carolina, in honor of the Reverend Pierce Embree Cook, to provide one or two scholarships to students aspiring to be Methodist ministers. Character, academic promise, and financial need are considered in awarding these scholarships.

The Alexander Copeland Memorial Endowed Scholarship Fund was established by Mrs. Kathleen Copeland in memory of her husband, Alexander Copeland, Class of 1908. This award is given to students with character, integrity, and need who show awareness that with receipt of this scholarship comes an obligation to help others enjoy similar benefits.

The W.J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Crenshaw for his service to the South Carolina United Methodist Conference and to Wofford College, his *alma mater*, where he gave leadership to the Board of Trustees as a member (1970-1982) and Chairman (1978-1982). Currently Dr. Crenshaw is serving again as Trustee to the college. Award of this scholarship is based upon academic excellence, Christian leadership, and promise of contribution to society.

The Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund was established in 1974 by Nell H. Crutchfield. The recipient is selected by the Athletic Scholarship Committee primarily on the basis of the need of a deserving candidate. The scholarship may be awarded to male varsity athletes in any sport on a year-to-year basis.

The James Wilburn Cunningham Scholarship Fund was established in April 1970 by the will of James Wilburn Cunningham, a member of Wofford's Class of 1911. It is awarded annually on the basis of need, character, and academic merit.

The Eleanor Naylor Dana Endowed Science Scholarship Fund was established in 1983 with a gift from the Eleanor Naylor Dana Charitable Trust of New York, New York. Awards from this fund are reserved for students pursuing a science-related major.

The Charles E. Daniel Scholarship Fund provides awards annually to two entering freshmen. As Daniel Scholars, they receive the full cost of tuition, fees, room, and board for a period of four years.

The late Mr. Charles E. Daniel, industrialist and statesman, was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the

region. As a friend of youth and education, Mr. Daniel envisioned the future of the South in ways which have significantly influenced the views of a new generation of leadership. It is fitting, therefore, that this Wofford College scholarship for identifying and developing humane leadership for the "New South" be named in memory of Charles E. Daniel.

The College seeks leadership ability, experience in positions of leadership, intellectual ability, scholastic achievement, moral courage, and interest in mankind in those persons nominated to become Charles E. Daniel Scholars.

The Dilla H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother, Dilla H. Darby. The scholarship is given annually to Wofford College students who have been residents of South Carolina for at least five years.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in July 1979 by the family to perpetuate an annual scholarship program first initiated by the late Walter Demopoulos in 1954. Awards are based on demonstrated financial need, scholastic achievement, and character.

The Magruder Dent Scholarship Fund was established in 1968 by the Dent family of Spartanburg, South Carolina, to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from textile-connected families as designated by a special committee appointed by the donors.

The Phil Dickens Endowed Athletic Scholarship Fund was established in 1983 by friends and family of Phil Dickens, Wofford's most successful football coach, who died in November 1983. Coach Dickens directed Wofford's football program from 1947-1952, and had a profound influence on his players, over 50 of whom have pursued coaching careers themselves. Awards from this fund are made annually to one or more outstanding student-athletes from the football team who exemplify strength of character, an attribute Coach Dickens instilled in all his players.

The Mrs. Alfred I. duPont Scholarship Fund was established by Mrs. Alfred I. duPont for worthy students.

The Ralph A. Durham Scholarship Fund was established in 1975 by friends of Mr. Durham in appreciation of his outstanding service to South Carolina public secondary education and to Wofford College, his *alma mater*, where he gave outstanding leadership for a number of years as a member and as chairman of the Board of Trustees. In addition to the initial funds, the scholarship was permanently endowed through a planned bequest by Mr. Durham. The scholarship is given annually to a deserving student from the public schools of South Carolina on the basis of character, promise, and financial need.

The Fred W. Felkel Endowed Scholarship Fund was established in 1982 from the bequest of Fred W. Felkel, a Wofford graduate in the Class of 1909.

As designated by his children and his widow of Anderson, South Carolina, the scholarship funds are for deserving students.

The George Waddell Fooshe Endowed Scholarship Fund was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.

The M. Alex Foster Endowed Scholarship Fund was established by M. Alex Foster, a Wofford alumnus, Class of 1933. This scholarship, renewable for four years, is awarded to a graduate of Dorman High School, Spartanburg, South Carolina, on the basis of academic ability and financial need.

The Philip F. Foster, Jr. Endowed Scholarship Fund was established in 1982 in memory of Philip F. "Flip" Foster, Jr., a member of Wofford's Class of 1982, by his family and friends. This scholarship is designated for male students interested in pursuing a career in medicine or in other health-science professions who demonstrate qualities of leadership and academic excellence. Financial need is not a factor in awarding scholarships from this fund.

The Melvin I. Gibbs Endowed Scholarship Fund was established in 1983 by Mr. Jimmy Gibbs of Spartanburg, South Carolina, in memory of his father, Melvin I. "Razor" Gibbs, a member of Wofford's Class of 1943. "Razor" Gibbs earned 16 letters as a star athlete at Wofford, and his son chose a scholarship fund to be awarded annually to an outstanding football recruit as the most appropriate way to perpetuate his memory.

The Glenn-Hardin Memorial Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, South Carolina, in October 1960 as a memorial in honor of John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Fred A. Gosnell, Sr. and Family Endowed Scholarship Fund was provided through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family. The fund provides scholarships of \$1,000 a year for students on the basis of character, academic ability, and financial need. The scholarships are awarded annually but are renewable. With the exception of the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, in Spartanburg, South Carolina, and of Chapman High School, Inman, South Carolina. Recipients are nominated by their high schools and selected by Wofford in the spring of each year. The scholarships awarded under the program include the following:

Fred A. Gosnell, Sr. Scholarship — Ten scholarships bearing the name of the founder of the program.

Addie Sue Gosnell Scholarship — Named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.

J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell's brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell's sister.

Allen O. Clark Scholarship — Named for the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Joab M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

The Thomas Henry Gossett Scholarship Fund was established by Mr. T.H. Gossett of Spartanburg, South Carolina, for deserving orphans from Spartanburg County or the state of South Carolina.

The W. L. Gray, Sr. Endowed Scholarship Fund was established by Dr. Wil Lou Gray in memory of her father, W.L. Gray, and her brothers, Albert Dial Gray and Robert Coke Gray, for worthy and needy students.

The Florence Andrews Helmus Scholarship Fund was established by Mr. A.J.R. Helmus of Spartanburg, South Carolina, in honor of his wife.

The Boyd C. Hipp, II Endowed Scholarship Fund provides awards for rising juniors who plan to enter the field of business. The selection committee shall consider qualities such as academic performance; character and integrity; self-reliance, initiative, and resourcefulness; ability to communicate clearly and effectively, both in oral and in written form; successful relations with a variety of people; energy and physical vigor; leadership capacity; and an unselfish desire to serve. The scholarship is provided through an endowment established by the generosity of Boyd C. Hipp, II, Class of 1974. The scholarship may pay up to the amount of tuition and fees annually.

The Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of Mr. Holcombe, a distinguished Spartanburg attorney, former mayor of the city, and Wofford graduate of the Class of 1926, in honor

of his 80th birthday. The scholarship is to be awarded annually to a deserving pre-law student who demonstrates academic promise, and whose record evidences potential for excellence in the field of law.

The Holler-Hobbs Scholarship Fund was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Reverend A.E. Holler; his brothers, Emory A., Eugene M., and the Reverend John D. Holler; also in honor of her brothers and nephews who attended Wofford College. The scholarship is awarded annually to a deserving and needy student.

The George J. Holliday, III Memorial Scholarship Fund was established in 1969 by Mr. and Mrs. John J. Holliday as a memorial to their son, George J. Holliday, III, of the Class of 1968, and a member of the Wofford College golf team. The award is made to deserving young men of good academic standing who share the keen interest of George Holliday in golf.

The Marvin L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, a member of Wofford's class of 1933, who announced his gift while attending his 50th reunion on campus. The scholarships are awarded to upperclass business majors with outstanding academic records and strong leadership potential.

The James G. Huggin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and members of the family to honor this distinguished Wofford graduate, a member of the Class of 1925, who received the College's honorary Doctor of Divinity degree in 1954. Dr. Huggin served Wofford College and the United Methodist Church faithfully, mostly in North Carolina parishes, until his death in 1982 at the age of 77. Proceeds from the James G. Huggin Endowed Scholarship Fund annually are intended for the assistance of full-time Wofford students of good character who demonstrate financial need and who are in good academic standing. Priority in receiving the awards goes to students from the area of High Point, North Carolina, but if no candidates are available from that area, second priority will be for North Carolina students and third priority for students from outside North Carolina. Because need is the basic criterion for the award, the amounts awarded and number of recipients may vary from year to year.

The Furman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962, to be awarded annually on the basis of character and scholarship to a student of South Carolina.

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of this 1922 graduate of Wofford College and his wife, a graduate of Randolph Macon Woman's College, in recognition of their dedicated

service to education. Proceeds from the endowment funds are awarded to students on the basis of need, outstanding character, academic achievement, potential leadership, and promise of future usefulness to society.

The James Todd Latimer Endowed Scholarship Fund was created by a bequest in 1983 from the estate of James B. Latimer, Class of 1909, of Anderson, South Carolina, in memory of his son, James Todd Latimer, who was killed in World War II. The scholarship is designated for worthy students.

The William A. Law Scholarship Fund was established by Mr. S. Clay Williams of Winston-Salem, North Carolina in 1937 as a memorial to Mr. William A. Law of Philadelphia, Pennsylvania, Class of 1883. The income from the endowment is applied toward the educational expenses of a group of students known as the "William A. Law Scholars," carefully selected on the basis of scholarship, character, and leadership.

The W. Raymond Leonard Endowed Scholarship Fund was established by former students of W. Raymond Leonard, Professor of Biology and Chairman of the Department of Biology, Wofford College. The scholarship is presented annually to a senior biology major who has demonstrated outstanding character, superior academic performance, and professional promise.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by a bequest from the estate of Katie L. Lester of Saluda, South Carolina. Scholarships from this fund are for orphaned students or students from single-parent homes who have both outstanding academic potential and a need for financial assistance.

The R. J. Little Endowed Scholarship Fund was established in 1980 and became endowed in 1982 with an additional gift from Mr. J.M. Little of Spartanburg. Mr. Little chose an endowed scholarship as the most meaningful way to memorialize his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn.

The James C. Loftin Endowed Scholarship Fund was established in memory of Dr. James C. Loftin, former Professor of Chemistry and Chairman of the Department of Chemistry, Wofford College. The scholarship is presented annually to a chemistry major who has demonstrated outstanding character, superior academic performance, and professional promise in chemistry.

The Dean Frank Logan Scholarship Fund was established by the will of Mr. Leo Oppenheimer of Chicago, Illinois, in 1974. The scholarship fund has been enlarged upon Dean Logan's retirement by gifts from alumni and friends who wished to honor his 37 years of full-time service to Wofford College. Income from the fund is awarded annually to a student on the basis of merit and need.

The William Francis Loggins, Jr. Memorial Endowed Scholarship Fund

was established in 1984 by Dr. and Mrs. W. F. Loggins, Sr. of Greenville, South Carolina, in memory of their infant son. Scholarships from this fund are awarded to highly qualified students based on scholastic achievement, character, and leadership ability. Preference in the awarding of these scholarships is given to students planning to enter the fields of education or ministry.

The MacLaura Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, South Carolina, and became active at the time of her death in 1983. Character, academic promise, and financial need are considered in awarding this scholarship.

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister by his family and friends. A pre-medicine major at Wofford, Hastings was a strong student and an outstanding member of the campus community. The endowed scholarship was established as a tribute to his love for Wofford and his commitment to independent higher education. Proceeds from this endowed fund provide scholarships to students who are working toward completion of degrees in a broad range of medical and health-science areas.

Each year the scholarship is awarded for four years to an entering freshman, or for two years to a graduate of Spartanburg Methodist College. Each scholarship pays the full cost including tuition, fees, room, and board. Recipients must be residents of South Carolina who intend to enter the medical or health-science field and must follow an appropriate program approved by the Dean of the College.

The Larry H. McCalla Endowed Scholarship Fund was established by The Daniel Foundation in honor of Larry H. McCalla, alumnus, physician, distinguished community leader, and Wofford Trustee. The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student's junior or senior year.

The W.J. McLeod, Jr. Endowed Scholarship Fund was established by W.J. McLeod, Jr. in 1980. Mr. McLeod is a distinguished attorney in Walterboro, South Carolina, and a member of the Wofford Class of 1926. This scholarship is awarded annually to one or more students on the basis of need, character, and academic merit.

The Moore Memorial Scholarship Fund was established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore, and his brothers, Alfred Moore and Thomas E. Moore. The income provides scholarship assistance to needy and deserving students, but the assistance to any single student shall not exceed one-half of the tuition and fees for a commuting student.

The Samuel R. Moyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for seventeen years was Director

of Music and Professor of Music and Art at Wofford. The scholarship fund provides financial assistance to musically talented students who are performers in the Wofford music organizations. Musical ability, character, scholastic achievement, and financial need are considered in awarding the scholarship. One or more recipients are selected each year by the Financial Aid Committee upon the recommendation of the directors of the College's music organizations. One recipient (when so qualified) is designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

The Charles F. Nesbitt Endowed Scholarship Fund was provided by friends of Charles Nesbitt, for years a distinguished member of the Wofford faculty. The award assists a student studying for the Christian ministry.

The C.C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C.C. Norton, long-time Professor of Sociology (1925-1966) and Dean of Wofford College (1940-1954). The scholarship is awarded annually to one or more rising juniors majoring in sociology. Selection of recipients is based on financial need and on academic promise as determined by the Chairman of the Sociology Department.

The Reader's Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader's Digest Foundation of Pleasantville, New York. The Foundation placed no restriction on the use of these scholarship funds, other than to say the funds should be used to provide assistance for one or more worthy students each year.

The Oscar F. Reardon Scholarship Fund was established in the will of Oscar F. Reardon to provide financial assistance for the education of any young persons who are studying for the United Methodist ministry. The recipients shall be deserving of financial aid and be unable to pay their own educational and living expenses.

The Thomas C. Rogers Endowed Memorial Scholarship Fund was established in 1979 with a bequest from the estate of the late Mr. Rogers as a memorial to his son, Thomas Clyde Rogers, and his brother, Dr. S.J. Rogers, to be used to assist ministerial students.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, former Professor of Physics at Wofford College.

The Molly Sessoms Endowed Scholarship Fund was established in 1984 with a gift from Mr. and Mrs. Walter W. Sessoms of Atlanta, Georgia. Mr. Sessoms is a Wofford graduate, Class of 1956, and a member of the Board of Trustees. Mr. and Mrs. Sessoms created this fund in memory of their daughter, Molly, who died in an automobile accident in 1980. The scholarship is intended for an entering freshman student, based on the recommendation of the President and/or the Dean of Students.

The Annie Naomi McCartha Shirley Scholarship Fund was established by Mrs. Annie N.M. Shirley of Columbia, South Carolina, the income to be used in aiding needy ministerial students of the United Methodist Church.

The Carter Berkeley Simpson Memorial Scholarship Fund provides an annual award to a graduate of Spartanburg High School on the basis of character, academic ability, and financial need. It was established in 1969 by Mr. John W. Simpson as a memorial to his brother, Carter B. Simpson, who graduated from Spartanburg High School in 1932, attended Wofford College for two semesters, entered the Marine Corps, and graduated from the Naval Academy in 1939. He died as a prisoner of war after fighting with the American Forces on Bataan and Corregidor.

The Edward H. Sims Endowed Scholarship Fund was established in 1983 with a gift from H. Daniel Avant, Class of 1961, of Camden, South Carolina. The scholarship, to be awarded to worthy students, was created in honor of Edward H. Sims, a member of Wofford's Class of 1943.

The Ralston Eugene Smith, Jr. and Cora T.Y. Smith Endowed Scholarship Fund was established in 1983 by Mrs. Cora T.Y. Smith of Florence, South Carolina, in memory of her husband, a member of Wofford's Class of 1910. Scholarships from the fund are awarded to students planning a career in the ministry or other religious professions.

The Z.A. Smith Scholarship Fund was established by Mrs. Z.A. Smith of Greenville, South Carolina to assist worthy students.

The South Carolina National Bank Endowed Scholarship Fund provides an annual award to a student or students at Wofford College who have demonstrated good character, academic excellence, and financial need. Preference in the awarding of these scholarships is given to the sons and daughters of South Carolina National Bank employees. When the Wofford College Scholarship Committee is unable to find an appropriate recipient from among the children of South Carolina National Bank employees, the scholarship may be awarded to another worthy student.

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, South Carolina. Dr. Spell is a member of Wofford's Class of 1931. Awards from this fund may go to any worthy student.

The Springs Scholarships Fund was established by a gift from the Frances Ley Springs Foundation in 1975. The income from this permanent fund is to provide academic scholarships to highly qualified students based on scholastic achievement, character, and leadership ability. Outstanding students from the high schools in Lancaster, Chester, and York counties in South Carolina are eligible for selection as recipients of this scholarship.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, Georgia. The scholarship is used to help provide an education to worthy male students who might otherwise not have the necessary funds to procure such an education.

The Stokes Memorial Scholarship Fund was established in 1965 in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

The Paul Calvert Thomas Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor this outstanding Spartanburg business and civic leader. Mr. Thomas was a graduate of the Class of 1917 who faithfully served the college as Treasurer and member of the Board of Trustees. Awards are made to an outstanding member of each class who has demonstrated by good character, academic attainment, and leadership abilities potential for lifelong service to mankind. Though not limited to members of the Glee Club or to students studying chemistry, preference may be shown to students participating in those areas of college life.

The John B. Thompson Endowed Scholarship Fund was established in the will of John B. Thompson to provide scholarships for deserving and needy students.

The G. Cameron Todd and Elizabeth C. Todd Endowed Scholarship Fund was established in 1984 by George C. Todd, Jr., Class of 1977, and his wife, Sarah, to honor George's parents who served Wofford as members of the Parents Advisory Council. The funds provided by this endowment are awarded annually to students planning to enter the field of business. A College committee selects the recipients on the basis of demonstrated evidence of strong potential for excellence in the field of business, high standards of character and integrity, and a desire for community service.

The Eunice Miles Watson Memorial Scholarship Fund was established by Dr. Paul E. Watson, Jr., Class of 1945, in memory of his mother, Eunice Miles Watson. The award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the tennis team.

The Paul Elijah Watson, Sr. Memorial Scholarship Fund was established by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Each year an award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980,

with the income to be awarded each year to a student indicating those traits of character and leadership which Dr. White exemplified. Dr. White served Wofford as president of the student body, Chairman of the Board of Trustees, and Chairman of the Building Committee. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The John Wiley and Rowena Eaddy Williams Scholarship Fund was established by Mrs. Williams in 1974. This renewable scholarship is awarded annually to a Wofford student on the basis of character, financial need, and academic ability. Preference is given to citizens of South Carolina.

The Allen Owens Wood Memorial Endowed Scholarship Fund was established in 1983 by Mrs. Jeannette Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940, who lost his life in defense of his country during World War II. The income from this endowment is to be awarded to an English major with demonstrated financial need. Preference is given to a student interested in journalism.

Other Endowed Scholarship Funds

These funds, which have not reached the \$10,000 level of endowed scholarships, are divided into two categories. One contains those from which annual awards are currently being made. These active funds were established prior to the policy requiring a minimum level before awards are made to students. The other category contains funds which are building in accord with that policy. Annual earnings and new gifts are added to the fund until it reaches the level for an endowed scholarship.

Active Funds

The Bishop James Atkins Memorial Scholarship Fund was established in 1948 by Dr. and Mrs. J.T. Hooker of Spartanburg, South Carolina, for worthy students with outstanding qualities of scholarship, character, and leadership.

The Mrs. Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. It is awarded to a worthy and needy student.

The Dr. Lewis Jones Blake Scholarship Fund was established in March 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband. The scholarship is awarded on the basis of character, leadership, and scholarly achievement.

The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, athletic trainer at Wofford. Proceeds are awarded through the Terrier Club.

The Carroll Scholarship Fund was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, South Carolina. It is awarded annually to one or more students on the basis of need, scholastic achievement, and outstanding character.

The Class of 1916 Memorial Scholarship Fund was established in 1957 by Mr. J. Spencer Wolling, a member of the Class of 1916. It is awarded to a deserving student demonstrating outstanding character and academic merit.

The Class of 1926 Endowed Scholarship Fund was established by the Class of 1926 on its 50th anniversary. Proceeds are to be used to assist deserving students.

The Clifton Manufacturing Company Scholarship Fund was established by Clifton Manufacturing Company of Clifton, South Carolina in 1943 to provide scholarships for students of Clifton Mills. If there are no applicants from the Company, Wofford College uses the proceeds in granting other scholarships.

The Julius E. Cogswell Scholarship Fund was established by Mr. Julius E. Cogswell in 1953.

The T. Keller Cogswell Scholarship Fund was established by his friends in 1975 in recognition of his service as Director of Alumni Affairs at Wofford. The award is made annually on the basis of scholarship, character, and need.

The D.E. Converse Company Scholarship Fund was established in 1943 by the D.E. Converse Company of Glendale, South Carolina, for the purpose of awarding scholarships to employees or children of employees of the Company. If there are no applicants from the Company, Wofford College uses the proceeds in granting other scholarships.

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by Mr. J.M. Oeland, a member of the Wofford Class of 1919. Mr. Oeland chose to memorialize Wofford's legendary Dean DuPre in this way because of the example Dean DuPre set for generations of Wofford students. This scholarship is awarded to a deserving student demonstrating outstanding character and academic merit.

The Wallace Duncan DuPre Scholarship Fund was established in 1977 in memory of Mr. DuPre, Class of 1909. The fund provides an award annually to a deserving student on the basis of moral character and service to others.

The Faculty Fund for Student Scholars was established by the Wofford College Faculty to attract and assist able students and to receive donations in honor of special faculty members.

The Fairforest Finishing Company Scholarship Fund was established by Fairforest Finishing Company of Spartanburg in 1943. The annual proceeds

from the endowment are used as a scholarship for an employee or son or daughter of an employee of Fairforest Finishing Company. However, when there is no Fairforest applicant for the scholarship, it is awarded to some other worthy student.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George to assist deserving students.

The William H. Gladden, Jr. Scholarship Fund was established in 1961 by Mrs. Maud Queen Gladden of Rock Hill, South Carolina, in memory of her son, who was killed in France in 1944.

The Chesley C. Herbert Scholarship Fund was established by the Reverend C.C. Herbert, Jr. and his brother, Dr. T.W. Herbert, as a memorial to their father, the Reverend Chesley C. Herbert, of the Class of 1892.

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, with awards to be made annually on the basis of need, character, and academic merit.

The Isom Scholarship Fund was established in the will of Mrs. Lees G. Isom, the income to be used for the education of a student in preparation for the ministry of the United Methodist Church.

The Senator Olin D. Johnston Memorial Scholarship Fund was established in 1968 by Mrs. Olin D. Johnston of Spartanburg in memory of her husband. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

The O.C. Kay Scholarship Fund was established in 1956 by the gift of Mr. O.C. Kay. Earnings are awarded annually on the basis of need, character, and academic merit.

The John G. Kelly Scholarship Fund was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Income from the fund is awarded annually as a scholarship based on merit and financial need.

The Ray M. and Mary Elizabeth Lee Foundation Scholarship Fund was established to provide an annual scholarship for needy students from the state of Georgia.

The Donald F. McCarter Memorial Scholarship Fund was established by Mr. and Mrs. James McCarter in memory of their son, Donald, a much-loved member of the Wofford community.

The Claude M. Melton Scholarship Fund was established in 1975 by Mrs. Claude M. Melton in memory of her husband. The award is made annually on the basis of scholarship, character, and need to a student majoring in English.

The Mills Mill Scholarship Fund was established by Mills Mill of Woodruff, South Carolina, in 1943 to provide an award for an employee or a son or daughter of an employee of Mills Mill. However, when there is no Mills applicant for this scholarship, it may be awarded to some other worthy student.

The Euphrasia Ann Murph Scholarship Fund was established by her son, Mr. D.S. Murph of St. Andrews, South Carolina and Washington, D.C., the income to be used to assist students of scholarship, character, and promise.

The W.F. Nettles, Jr. Endowed Scholarship Fund is a memorial to W.F. Nettles, Jr. Proceeds are used to provide a scholarship for a student-athlete on the tennis team.

The William L. Ouzts Endowed Scholarship Fund was established by the late William L. Ouzts of Spartanburg. The income is applied to an athletic scholarship.

Pacolet Manufacturing Company Scholarship Fund was established by Pacolet Manufacturing Company of Pacolet, South Carolina in 1943. Students from Pacolet Manufacturing Company families must be given first consideration. If there are no applicants from the Company, Wofford College uses the proceeds in granting other scholarships.

The Raymond Agnew Patterson Scholarship Fund was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, a member of the Wofford faculty for more than fifty years.

The Darwin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid by Mrs. D.L. Reid of Sandy Springs, South Carolina, and her daughter, Mrs. John D. Rogers of Easley, South Carolina, in 1950.

The Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. The scholarship is awarded annually on the basis of character, scholastic achievement, and need.

The Arthur B. Rivers Endowed Scholarship Fund was established in honor and memory of Dr. Arthur B. Rivers by his family and his friends. In seeking wisdom, he was wise; in seeking strength, he was strong; in seeking excellence, he achieved his goal. The scholarship is awarded annually to a deserving and needy student.

The Sims-Lyles-Dawkins-Martin Scholarship Fund was established by Mr. and Mrs. T.P. Sims of Spartanburg for orphaned students from Spartanburg, Union, and Fairfield counties in South Carolina.

The Snyder-DuPre Scholarship Fund was established by the Washington, D.C. Alumni Association in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

The Spartan Mills Scholarship Fund was established by Spartan Mills, Spartanburg, South Carolina in 1943. Students from Spartan Mills families must be given first consideration. If there are no applicants from the Company, Wofford College uses the proceeds in granting other scholarships.

The James M. Swanson, Jr. Scholarship Fund was established by Mr. and Mrs. James M. Swanson of South Boston, Virginia, in 1964 as a memorial to their son, a graduate of Wofford College. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The William R. Thomas, Jr. Memorial Scholarship Fund was established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Virginia, as a memorial to their son, William R. Thomas, Jr., of the Class of 1970. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

The Traywick Scholarship Fund was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to each of their families over the years. The scholarship is awarded annually to deserving students on the basis of character, leadership, and financial need.

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Emeritus Professor of Chemistry at Wofford College, for the purpose of awarding scholarships to qualified and deserving young men at Wofford College.

The D'Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker in memory of his son, D'Arcy P. Wannamaker, of the Class of 1911, for a student selected on the basis of character, scholarship, and need.

The Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R.W. Barnwell of Warner Robins, Georgia, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. The grant is made annually to a deserving student, with priority given to naturalized citizens or children of naturalized citizens.

The John Mitchell Witsell Memorial Scholarship Fund was established in the will of Mrs. Edith D. Witsell as a memorial to her son. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The Wofford Memorial Scholarship Fund consists of memorials sent to the College as endowed scholarship funds.

Funds Which Are Building

The Frederick Rowell Atkinson Endowed Scholarship Fund

The Bishop-Booth Memorial Endowed Scholarship Fund

The Jennie Allen Capers Endowed Scholarship Fund

The Allen O. Clark Memorial Endowed Scholarship Fund

The Class of 1927 Endowed Scholarship Fund

The Class of 1985 Endowed Scholarship Fund

The Francis E. Cronenberg Endowed Scholarship Fund

The G. B. Dukes Endowed Scholarship Fund

The J.E. Ford Endowed Scholarship Fund

The Sidney M. Gosnell Endowed Scholarship Fund

The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund

The George H. Hodges Endowed Scholarship Fund

The Doane E. James Endowed Scholarship Fund

The Lettermen's Club Endowed Scholarship Fund

The Meadors Family Endowed Scholarship Fund

The Elise B. and William H. Nicholson Endowed Scholarship Fund

The John Manning Parham and Anna Henderson Parham Endowed Scholarship Fund

The Lewis Wardlaw Perrin, Jr. Endowed Scholarship Fund

The T. Reginald Thackston Endowed Scholarship Fund

General Scholarships

Scholarships listed in this category are awarded annually, and are not considered as part of the College's permanently endowed funds. These general funds exist through contributions given to Wofford for the purpose of making ongoing annual scholarship awards.

The Robert M. Carlisle Memorial Scholarship is made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation.

The Ruth B. Caudle Scholarship Fund was established in her will for the education of ministerial students or those preparing themselves for service in the United Methodist Church, preferably those students attending Spartanburg Methodist College and Wofford College. The trustees of the Caudle Fund generally make an annual award to a Wofford student.

The Daniel Finalist Scholarships are provided by the Romill Foundation in support of the Charles E. Daniel Scholars Program in order to extend its

impact. Awards are made to three students each year who are finalists in the competition for the Daniel Scholarships. The finalist awards equal the cost of tuition each year for a period of four years.

Dean's Award Scholarships, funded annually by Wofford College, are awarded on the basis of merit for one to four years to strong candidates in the Wofford Scholars competition. They were established to honor the recipients, who are among the most outstanding students enrolled at Wofford.

Epworth Home Scholarships of \$1,000 per year are granted by Wofford College to graduates of the Epworth Home.

The Kiwanis Scholarship is a \$500 award made annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County, South Carolina.

The Daniel S. Lewis Athletic Scholarship Fund was established by the officers of the U.S. Shelter Corporation to memorialize Daniel Street Lewis, Class of 1962, and President of the Wofford National Alumni Association from 1973 through 1974, who passed away in November 1981. This annual award has been designated for a football player who embodies the ideals and accomplishments of Dan Lewis, who was also an exceptional campus citizen and athlete at Wofford from 1958 until 1962.

The McAlister Finalist Scholarships are provided by the Romill Foundation in support of the McAlister Scholarship Program because of its high aims and the high quality of the scholars in the program. The Romill contribution provides scholarships for two students each year who are finalists in the McAlister competition. The scholarships are equal to the cost of tuition each year for four years.

The Daniel Morgan Chapter, The Retired Officers Association, ROTC Scholarship Fund provides annual assistance to an outstanding third-year cadet enrolled in the Wofford ROTC program.

The Olney Scholarships for Spartanburg area students are made possible by the income earned on the Olney Educational Fund held in trust by the Spartanburg County Foundation.

The Neofytos Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos of Houston, Texas, provides \$1,000 per year for a student from Greece, in memory of Dr. Papadopoulos' father.

The Rotary Club of Spartanburg Scholarship, supported by an annual gift of \$1,000, is annually awarded to one or more Spartanburg County students. The scholarship is granted on the basis of need and scholastic promise.

The D.L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Greenville, South Carolina, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year, \$750 award made to a student in the upper one-third of his or her class who has demonstrated outstanding leadership qualities and who needs financial assistance toward achieving an education. Parents or guardians must be customers of South Carolina Electric and Gas Company or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick counties.

The Spartanburg Area Commuter Scholarships are provided by a local foundation to assist students from Spartanburg County in attending Wofford as commuting students.

The Spartanburg High School Scholarship, renewable for four years, is awarded annually by Wofford College on the basis of scholastic attainment and character to a member of the graduating class of Spartanburg High School.

The Spartanburg Methodist College Scholarship, renewable for two years, is awarded annually by Wofford College on the basis of scholastic attainment and character to a member of the graduating class of Spartanburg Methodist College.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving Scholarships were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards are made to students of character who have need and who show awareness that receipt of a scholarship carries with it a sense of obligation to strive eventually to return the aid received and thus help to make it possible for others to enjoy similar benefits.

The Terrier Club Grants are provided by members of the Terrier Club, Wofford's fund-raising organization for athletics. These scholarships are awarded to outstanding athletes each year.

The United Methodist Scholarships are awarded annually by the Board of Education of the United Methodist Church to outstanding Methodist students.

The Ruth Winn Wickware Scholarship and *The Ruth Winn Wickware Foundation* were established by the will of Ruth Winn Wickware of Laurens, South Carolina. One purpose of the Foundation is to promote the American system of free enterprise. This purpose is sought in assisting or training deserving young people who are interested in and dedicated to the perpetuation and growth of free enterprise. The Foundation awards scholarships each year for the pursuit of studies in the field of economics and business administration. The scholarships are awarded on the basis of character, leadership, and scholastic achievement, and are renewable for four years.

The Anna Todd Wofford Scholarships were established in 1973 to honor the memory of the first wife of Benjamin Wofford. Three scholarships of \$3,000 per year for four years are awarded annually to female students nominated by their high schools and selected by Wofford College as possessing outstanding

qualities of scholarship, leadership, and character.

The Benjamin Wofford Scholarships are named in memory of the founder of Wofford College. Three scholarships of \$3,000 per year for four years are awarded annually to male high school seniors who are nominated by their high schools and selected by Wofford College as possessing outstanding qualities of scholarship, leadership, and character.

Wofford College General Academic Scholarships are awarded annually on the basis of financial need and grade average. Some awards in this category are unnamed and are funded from the operating budget of the College. In other cases, students eligible for scholarships in this category receive one of the named scholarships described in this Catalogue.

Wofford College Merit Scholarships are awarded by the College as part of the National Merit Scholarship Program. A minimum of three Merit Scholarships are awarded each year to National Merit Finalists who have designated Wofford as their first college choice. Stipends range from \$500 to \$2,000, depending upon financial need.

Other Endowment Support

Through the years, contributions from alumni and other friends have enabled Wofford to build its permanent endowment. Examples of endowment gifts include scholarship funds (such as those listed in the previous section of the Catalogue), lecture series, professorships, endowed chairs, and unrestricted gifts to the endowment for operating support. The growth of Wofford's endowment has provided additional operating funds for the College, thereby giving financial stability to the academic program and alleviating considerable institutional dependence on income derived from student tuition and fees.

Noteworthy non-scholarship gifts to Wofford's endowment in excess of \$50,000 include the *Benjamin N. Duke Endowment Fund*; the *Ford Foundation Endowment Fund*; the *Kenan Charitable Trust Endowment Fund*, which established the prestigious *William R. Kenan, Jr., Professorship*; the *Kirksey Endowment Fund*; the *Larrabee Endowment Fund*; the *John A. McGraw Endowment Fund*; the *Albert C. Outler Professorship in Religion*; and the *T.B. Stackhouse Chair of Economics and Business Administration*.



Academic Regulations

Calendar

The regular academic year is divided into two semesters and a four-week Interim. The official College calendar is printed in this Catalogue.

Matriculation, Registration, And Enrollment

On specified dates toward the end of each semester, currently enrolled students pre-register for courses for the following semester. Matriculation and final registration then take place at the beginning of the semesters on dates also indicated in the College calendar; at these times pre-registered students confirm (or may change) their course schedules, and newly entering students and others not pre-registered do their original registering for the semester. Late-registration fees are charged students who do not complete their registration or pre-registration on time. No student is permitted to register or add courses after the dates indicated in the calendar as the last for those procedures.

Freshman and sophomore schedules must be approved by the students' faculty advisors. Junior and senior schedules must be approved by the chairmen of the departments in which the students are majoring. All student schedules calling for more than the normal maximum permissible load (see the following section) must be approved by the Registrar.

Registration procedures for the Interim are undertaken mid-way in the fall semester.

To be permitted to register for classes, students must clear all financial obligations with the College, including the fees for the semester for which they are registering. In the spring semester, students must make their reservation deposits for the following year before pre-registering for the upcoming fall term.

Course Load

The normal course load for a student in a semester is four full courses (those of three or four semester hours credit each). In addition, sophomores are required to take a one-hour course in physical education each semester. Also in addition, students may take one-hour courses in music, and freshmen and sophomores may take one-hour or two-hour courses in military science. The normal (and maximum) load in Interim is one project.

First-semester freshmen may take no more than the four full courses, plus the one-hour options. All but one of the full courses are prescribed as indicated in the following outline.

The Full-Year Course Sequence for Freshmen:

<i>First Semester</i>	<i>Second Semester</i>
Humanities and Composition 101	English 102
A Laboratory Science Course	A Laboratory Science Course
A General Education	A General Education
Required Course	Required Course
An Elective Course	An Elective Course

Any student other than a first-semester freshman or a student on academic probation may take up to seventeen hours. (A student on probation must obtain permission from the Registrar to take more than the normal four courses.) Students wishing to take more than seventeen hours must seek approval prior to the last day of the add period by completing a form that is available in the Office of the Registrar. Students with cumulative grade-point averages lower than 3.00 will not be allowed to carry more than seventeen hours.

Students who desire to carry fewer than nine hours in a semester must have the permission of the Dean of Students if they wish to live in the residence halls.

Course Restrictions

Students who do not complete their General Education Requirements by the end of their sophomore year will not be guaranteed space in such courses when they are juniors and seniors. Juniors and seniors are not permitted to enroll in the 100- and 200-level Military Science courses unless they are under ROTC contract and then only if they are required to take the courses.

Grading System

The grading system is as follows: A—Superior; B—Good; C—Clearly Passing; D—Passable; F—Failure; I—Incomplete; WP—Withdrawal Passing; and WF—Withdrawal Failing. The WP is given only if the student officially withdraws from the course and is passing at the time of official withdrawal.

Grades of Pass, Pass with Honors, and Fail are given for work done during the Interim and in required Physical Education courses.

An I or Incomplete indicates that the student has not completed all the work required in the course and a grade determination can not be made at the regular time. All Incompletes must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. The notation I is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim, by which time all work should be completed.

and final evaluation made. Incompletes not made up by these dates will be recorded as grades of F.

A quality point system is used to determine qualifications for graduation, honors, the Dean's List, rank in class, academic probation and exclusion, and other matters. For the purpose of arriving at a grade-point average, the values of the grades (quality points) are as follows: A=4; B=3; C=2; D=1; F=0; I=0; WF=0. The number of hours in each course attempted is multiplied by the quality points for the grade received in the course, and the total number of quality points is divided by the total number of hours attempted to determine the grade-point average. Interim projects, courses graded by the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded by the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

Examinations

Final examinations are held in December and May. A student who wishes to take an examination during the examination period at a time other than the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the week-long examination periods without approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance. In addition to approval by the Dean, an examination given for an individual outside the examination period requires a payment of \$10 to the Business Office.

Reports On Academic Progress

At the end of each semester and Interim, grade reports will be sent to parents or guardians of all students in accordance with eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent to parents or guardians of students.

Academic Honors

The Dean's List

Compiled at the end of each semester, the Dean's List recognizes eligible students who have achieved grade-point averages higher than 3.00 in the semester. To be eligible for consideration for the Dean's List, the student must have attempted at least twelve hours in the semester, not counting courses graded on a Pass/Fail basis, and must not have failed any course or made a D in the semester.



Graduation Honors

Candidates for degrees who have achieved certain levels of academic excellence at Wofford College are graduated with one of the following honors: cum laude, magna cum laude, or summa cum laude. These honors are determined by using the traditional grade-point average, and the qualifications are: 3.25 — cum laude; 3.50 — magna cum laude; and 3.75 — summa cum laude.

Honors Courses

At the discretion of the Faculty, a senior student may be allowed to carry an honors course during the regular academic year. Honors courses are subject to the following regulations:

1. Approval by the department in which the honors course is taken is necessary before a student may undertake an honors course. Upon mutual consent of the department and the student, the department shall submit to the Curriculum Committee of the Faculty a request that the student be allowed to participate in an honors course. The request shall be accompanied by a detailed proposal setting forth clearly the work to be done and the format in which the results of the honors course will be presented. Normally, only students having grades of B or better in all courses taken at Wofford during the preceding two semesters shall be eligible to participate in honors courses.
2. An honors course may be undertaken only by a senior and will carry six hours of credit over the two semesters of the senior year and will receive a grade of Pass, Pass with Honors, or Fail. No partial credit will be given.

3. An honors course may count as part of the major requirements if the major department approves.
4. The course, if completed satisfactorily, shall be entered on the student's permanent record with a notation to the effect that it was an honors course.
5. A student may be removed from an honors program at any time if, in the judgment of the department, his or her work is not of sufficient merit to justify continuation.
6. Each student completing an honors course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The department shall then place one copy in the student's file and one copy in the college library. It is expected that the department will keep the third copy in its own files.
7. Application for the honors course should be made at least in time for consideration by the Curriculum Committee of the Faculty at its last scheduled meeting in the student's junior year.
8. A student who receives a grade of "Pass with Honors" in an honors course in his or her major department, and achieves at least a 3.75 grade-point average in his or her major courses, shall be mentioned at the commencement exercises as graduating with "High Honors" in his or her major and shall be so listed in a special section of the Catalogue. A student who receives a grade of "Pass" in an honors course in his or her major department, and achieves at least a 3.75 grade-point average in his or her major courses, shall be mentioned at the commencement exercises as graduating with "Honors" in his or her major and shall be so listed in a special section of the Catalogue. The same notation shall be recorded in his or her permanent record.

In-Course Honors

Qualified Wofford students may be permitted to attempt in-course honors in accordance with the following regulations:

1. The student must have had at least one previous semester at Wofford and must have attained a B average, either cumulative or current.
2. A written request for in-course honors must be presented to the course instructor and a planned program of study must be submitted before the end of the third week of the semester. (A special form for this purpose is available to the student in the Office of the Registrar. The completed form will be retained by the course instructor until the end of the semester and then used in preparing a report for the Dean of the College.) Approval of the application and program of study must be obtained from the course instructor, the Department Chairman, and the Dean of the College.
3. Honors work shall consist of independent study, under tutorial guidance; exhibit initiative, creativity, intellectual curiosity, critical thinking, and

sound methodology; include a terminal essay which analyzes or exhibits the results of the study; and culminate in an oral examination by a committee, appointed by the Department Chairman, of three faculty members, including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.

4. The student shall meet all the requirements of the regular course, including the final examination. Credit may not be given for in-course honors unless the student earns a grade of at least B on both the regular course and the in-course honors work. (The grade on one shall not affect the grade on the other.) Upon the student's satisfactory completion of in-course honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report. The Registrar will add the H suffix to the course number on the student's record and allow one semester hour credit for the honors work in addition to the regular course credit.
5. No student may elect more than one in-course honors program per semester.
6. No student shall be penalized for failure to undertake honors work. Any student may, without honors, earn the grade of B or A in the regular course.
7. An individual faculty member may be unable to meet a student's request for in-course honors, and the College is not obligated to provide this opportunity in every course. No first-semester faculty member shall give in-course honors; he or she should direct the interested student to the Department Chairman for other possible arrangements.

Regulations For Adding Or Dropping Courses

During the add period, which in each semester extends from the day of registration to the date noted in the College calendar, the student wishing to add a course must obtain permission from the instructor who teaches that course. The permission slip is brought by the student to the Office of the Registrar. The drop period, the end of which is also announced in the calendar, is several days longer than the add period, and a course dropped during this period does not appear on the student's permanent record. The student who wishes to drop a course during the drop period must notify the instructor who teaches the course. The withdrawal or drop form must be initialed by the instructor involved, signed by the faculty advisor, and brought by the student to the Office of the Registrar.

After the drop period the student may drop a course at any time prior to the Saturday before the start of final examinations. But before doing so, the student should seek advice on the matter from his or her advisor and the

instructor, because courses dropped after the drop period will appear on students' permanent records, as will the grades (WP or WF) assigned by the instructors. The WP is never given, however, unless the student officially withdraws from the course and then only if the student is passing the course at the time of official withdrawal. The withdrawal form indicating the grade to be recorded is returned to the Registrar by the instructor and not by the student.

Some financial aid awards require that recipients be enrolled full-time. Students receiving assistance should consult the Director of Financial Aid before they drop any course.

Repeated Courses

Any course (except Humanities 101) may be repeated; however, credit-hours will be awarded only once. The student who repeats a course and makes a higher grade will receive the grade-point benefit of the higher grade; however, the original or lower grade itself will not be erased from the student's permanent record. In order to be awarded any benefits received in repeating a course, the student who repeats must complete a notification form available in the Registrar's Office.

Any student who has twice failed a course (or courses in the same department) required for graduation may appeal to be exempted from that require-



ment. The student must request before the end of the add period in the subsequent regular semester that the Dean of the College convene a committee to review the appeal. This committee's decision is final.

This appeal opportunity applies to courses taken to meet General Education requirements but not to courses taken as electives or to meet major requirements.

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of 30 semester hours; as a junior, 60 semester hours; as a senior, 90 semester hours.

Courses At Other Institutions

Any student who wishes to take course work at another institution of higher education and apply this work toward the requirements for a degree from Wofford College must secure the advance approval of the Registrar and the chairmen of the Wofford departments in which the courses desired would normally be offered. Any student who has accumulated 62 semester hours may take such work only at an accredited senior college or university.

Cooperative Education (Co-Op)

Cooperative Education is a program that combines work with learning and gives students the opportunity to explore work areas which will be options for them when they graduate. There are two Co-Op plans — parallel and alternating. In the parallel plan, the student enrolls half-time and is employed half-time. In the alternating plan, the student alternates semesters of work and school.

Students who register for and participate in full-time, off-campus Co-Op programs are considered to be full-time students. They are not required to pay tuition but they may pay residence charges and live in campus housing.

Withdrawal From The College

In the interest of the welfare of both the student and the institution, Wofford requires each student who withdraws from the College to have an exit interview with the Registrar. In extenuating circumstances, such interviews might be conducted by telephone.

means at least that students are expected to be making reasonable progress toward meeting the requirements for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown below, Wofford places students on academic probation or academic exclusion, not only as warning that their sub-par academic work is endangering their opportunity to continue, but also as incentive to improve their performance. Students' records are evaluated against these standards at the end of each semester.

<i>*Cumulative Hours Attempted at Wofford</i>	<i>Cumulative GPA Probation Level</i>	<i>Cumulative GPA Exclusion Level</i>
16-26	below 1.30	below 1.00
27-58	below 1.60	below 1.20
59-92	below 1.80	below 1.40
93 and over	below 2.00	below 1.60

Students who fail to achieve the minimum levels of performance required are accordingly placed on probationary status for the subsequent semester as a warning or are excluded (separated) from Wofford for the subsequent semester.

Also, a student is placed on exclusion for the subsequent semester if at the end of a third consecutive semester on academic probation his or her cumulative GPA has not risen above the probation level. The exception to this is that if the student makes the Dean's List in that third consecutive semester on probation, he or she will be academically eligible to enroll for the subsequent semester even if the cumulative GPA standard for avoiding probation is not met.

On the other hand, at any point at which a student's academic performance becomes extremely poor, the Dean may require, after consultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the College forthwith, whether or not the GPA standards required for good standing have been achieved.

Students who are excluded in or at the end of either semester must attend the Wofford Summer Session to attempt to qualify for September readmission. Normally this attempt may be made in the first Summer Session following the student's exclusion, but students who have been excluded more than once may be required to wait for periods as long as two years before they are considered for readmission, whether or not they are permitted to attempt any Summer Session work and regardless of the outcome of any such work they do attempt. Applications for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may gain readmission for the next semester based on successful work in the Summer Session, they lose their priority for

*Hours graded on Pass/Fail basis and courses in which student receives WP are not included.



residence hall rooms and for financial aid when they are excluded (see Catalogue section on Financial Aid).

Permanent exclusion from the College is of course a very serious matter which is to be considered only after very thorough deliberation among the Dean, the Registrar, the student concerned, and the student's faculty advisor. No specific regulations, therefore, are prescribed for such situations.

Wofford will not accept for credit any work undertaken at another institution by a student during the time he or she is on exclusion from Wofford. Normally this is also the policy in regard to students on probation, but in extenuating circumstances they may be granted waivers on the basis of written petitions to the Registrar.

Response to Communications from Faculty and Staff

Students are expected to respond to all communications from a member of the faculty or staff of the College. All students are required to have a campus mail box where they may receive notices and requests from College personnel. Students are expected to check their mail regularly and to respond to faculty and staff during the next school day after they receive a request. Failure to comply may be grounds for academic or disciplinary sanction.



Degrees Offered

Wofford College offers the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Candidates who meet all requirements and successfully complete a major in accounting, art history, English, finance, foreign language, government, history, humanities, intercultural studies, philosophy, religion, or sociology qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete a major in biology, chemistry, physics, or psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete a major in economics, business economics, or mathematics qualify for the B.A. or the B.S. degree depending on how they meet the College's natural science requirement (see below).

Candidates who successfully complete 154 hours and meet all requirements for each degree (including the successful completion of two appropriate majors) will qualify for the B.A. and the B.S. degrees.

Requirements For Degrees

Students must meet certain requirements to be eligible to receive degrees. The requirements are designed to guide students into academic work desirable for their growth and basic to later study in various professions. *It is the responsibility of each student to know and meet his or her requirements for the completion of the degree.*

Achievement of the bachelor's degree is based on a broad distribution of studies among representative fields of liberal learning and a concentration of studies in one field. The object of distribution is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration provides opportunity for the student to achieve expertise in a particular field of scholarship.

Distribution of studies is provided for by requirements that students successfully complete courses in designated departments and programs. The concentration is provided for by the requirement that students complete a major in one academic discipline or program.

In all work done toward a degree a candidate's grades must meet certain standards.

Degree requirements are outlined in this chapter. In addition to completing requirements outlined here, each student must be approved for the B.A. or B.S. degree by the faculty at a special meeting held prior to commencement. Those students who have met all requirements and been approved and who have met all financial obligations to the College are eligible for the degree.

Outline of Distribution Requirements for the B.A. or B.S. Degrees

	Semester Hours	
	B.A.	B.S.
English	6	6
Fine Arts	3	3
Foreign Languages	6-12	6-12
Humanities 101	3	3
Natural Science	8	16
History	3	3
Philosophy	3	3
Religion	3	3
Additional hours in either history or philosophy or religion	3	3
Physical Education	2	2
Major work	18-36	18-36
Interim Projects	12-16	12-16
Electives (normally)	26-54	18-46
Total	124	124

Specifics of Distribution Requirements

General Education Requirements

Students with superior preparation in any of the courses included in the General Education requirements are encouraged (or may be required) to omit any of them on which, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete one hundred twenty-four hours in college. Hours earned through the Advanced Placement Program, the College-Level Examination Program, or College-sponsored achievement testing, however, may be included in the one hundred twenty-four.

ENGLISH

SIX SEMESTER HOURS

This requirement is met by successfully completing English 102 and a 200-level English course.*

FINE ARTS

THREE SEMESTER HOURS

This requirement is met by successfully completing three semester hours in the following courses:*

- Art 201, 202, 250, 302, 303, 401, or 403
- Music 100, 101, and/or 200 (eight hours maximum)
- Music 201 or 202
- Theatre 250, 350, or 351

FOREIGN LANGUAGES

SIX SEMESTER HOURS

This requirement is met by successfully completing one of the following combinations of courses or the equivalent:

- French 101, 102
- German 101, 102
- Spanish 101, 102
- Greek 201-202
- Latin 101-102 (via course work at another college or appropriate testing)

*IMPORTANT NOTE: Wofford offers a year-long Humanities course (Humanities 201, 202), which carries twelve semester hours credit. Successful completion of the full year of Humanities 201, 202 will count one course toward the general requirements in each of the areas of English literature, fine arts, philosophy, and religion. It does not count toward the requirement in history.

HUMANITIES 101**THREE SEMESTER HOURS**

This seminar course is normally required of every freshman. Those who fail the course are required to take and pass English 101 before moving on to English 102.

NATURAL SCIENCE,**B.A. DEGREE****EIGHT SEMESTER HOURS**

This requirement may be satisfied by the completion of two of the three courses in the Science 101, 102, 103 program in the freshman year. If for any reason this is not done, the requirement must be met by satisfactory completion of two semesters of course work, preferably in the same department, in courses chosen from the following list:

Biology 101, 102, 123, 124, 221, 222

Chemistry 123-124

Geology 111, 112

Physics 121, 122

Psychology 331, 332, 341, 342

NATURAL SCIENCE,**B.S. DEGREE****SIXTEEN SEMESTER HOURS**

This requirement is met by the satisfactory completion of two semesters of course work in each of two departments, in courses chosen from the following list:

Biology 101, 102, 123, 124, 221, 222

Chemistry 123-124

Geology 111, 112

Physics 121, 122

Psychology 331, 332, 341, 342

HISTORY, PHILOSOPHY,**AND RELIGION****TWELVE SEMESTER HOURS**

This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the departments.*

History: Only 101 and 102 count toward the requirement. If the student wishes to apply one more history course toward the requirement, it too must be History 101 or 102.

Philosophy: Normally 201, 206, or 212 should be taken for the one course. If the student wishes to apply one more philosophy course toward the requirement, any 200-level or 300-level course in the department may be taken for that purpose.

Religion: Only 201, 202, or 203 count for the one course. If the student wishes to apply one more religion course toward the requirement, any

*IMPORTANT NOTE: Wofford offers a year-long Humanities course (Humanities 201, 202), which carries twelve semester hours credit. Successful completion of the full year of Humanities 201, 202 will count one course toward the general requirements in each of the areas of English literature, fine arts, philosophy, and religion. It does not count toward the requirement in history.

200-level or 300-level course in the department may be taken for that purpose.

PHYSICAL EDUCATION**TWO SEMESTER HOURS**

This requirement is met by successfully completing PE 101 and 102.

Major Work Requirements

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then approved by the Chairman of the student's major department and filed with the Registrar.

Major work involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments. The number of hours required for various majors ranges from eighteen to thirty-six (in addition to any prerequisite hours); the specific requirements for given majors may be found under the departmental headings in the Courses of Instruction chapter of this Catalogue.

Qualified students may achieve double majors by completing all the requirements of each of two separate majors if approved to do so.

Under normal circumstances, no student may take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy General Education requirements not included in calculating that total. Similarly, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements.

A majority of the courses in a student's major must be taken and successfully completed at Wofford.

Interim Requirements

The graduation requirement for Interim has two parts; these deal with (1) the number of Interim projects in which students must participate, and (2) the number of projects they must pass. In general terms, the requirement is that each student must participate in four projects (one for each full-time year or equivalent at Wofford) and must pass at least three.

More specifically, each student must participate in one project for every twenty-seven credit hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the College (except that students who complete all requirements for graduation in three years must each participate in only three projects).

The requirements regarding the numbers of projects which must be passed by transfer students and others who finish graduation requirements in less than four years (or the equivalent) at Wofford are that those students who are required to participate in three projects must pass at least two; those



required to participate in two projects must pass two; and those required to participate in one must pass one.

For students permitted one non-passing participation, credits lost through unsuccessful work in that one project may be regained in semester course hours; but the further credits lost when students fail more projects than is allowable can be regained only through successful project participation in subsequent winter Interim periods, during any of which only one project may be undertaken by any student, as is always the case.

Credit hours earned in Interim projects may be applied only toward Interim requirements; they cannot be used to satisfy any portion of General Education or major requirements.

A student who participates in a year-long or semester-long program of foreign study will generally find it impossible to take part that year in Wofford's Interim as ordinarily required. But when that is the case, satisfactory completion of the approved foreign study program will stand in lieu of successful Interim participation for that year.

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the requirements for participation in Interim projects have been met. Normally, Interim grades of WP or WF would not signify acceptable participation.

Elective Requirements

In addition to the General Education, major, and Interim requirements, the student must pass sufficient elective courses to complete the 124 semester hours necessary for graduation.

Grade Requirements For Graduation

Candidates for degrees must complete 124 semester hours, including all general and major requirements and the prescribed number of Interim projects. The candidate must have at least a C average (2.0) on all course work attempted. Interim projects, courses graded on the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded on the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

A candidate may also qualify by presenting a number of hours of C's equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim and Physical Education and in other courses graded on the Pass/Fail system, but including all general and major requirements.

The quality of a student's major work must be such that he or she finishes with a grade average at the C level or higher in all work which could be applied toward the major or that he or she attains grades of at least C in the minimum number of hours and courses required for the major.

Grades transferred from other institutions, except Converse College grades earned when the cooperative program is in effect and grades earned in Wofford-sponsored programs in overseas institutions, will not be used in computing student's grade-point averages or in determining whether other grade requirements for graduation have been met.

Residency Requirement

The senior year of work (the final thirty hours) must be completed at Wofford College. In extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the chairmen of the departments concerned.

Pre-Professional And Combined Programs

Combined Academic-Engineering Programs

Wofford College has agreements with two institutions which afford students an opportunity to become liberally educated engineers. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford and has been recommended

by the faculty, he or she is automatically accepted at the school of engineering at Columbia University or Georgia Institute of Technology. After successful completion of one year at the professional school, he or she may be awarded the bachelor's degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the Bachelor of Science Degree in Engineering by that school.

These pre-engineering programs are rather tightly structured, and the requirements of the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

Cooperative Program In Nursing

In a cooperative program with the Emory University School of Nursing, Wofford offers pre-professional studies which prepare students for admission to the professional nursing program at Emory. To qualify for admission to the Emory program, the student must complete at least 60 semester hours of course work at Wofford (including general and specific requirements in humanities, social sciences, natural sciences, and mathematics) with a grade-point average of no less than 2.50. For students then admitted to the nursing program at Emory, the successful completion of seven quarters of professional nursing courses there leads to the degree of Bachelor of Science in Nursing from Emory.

Students who successfully complete the pre-professional studies at Wofford are interviewed by a member of the Baccalaureate Admissions Committee of the Emory School of Nursing and considered for admission by the School of Nursing faculty, which makes the final decision.

Interested students should consult the Wofford program advisor for information and advice as they plan their course work, including that of their first semester here.

Pre-Professional Programs:

Pre-Medicine, Pre-Dentistry, Pre-Ministry, Pre-Veterinary Science, and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, veterinary medicine, the Christian ministry, and law. In each of the academic major programs students can prepare for graduate study in that major, and, generally, any of the College's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisor at Wofford.

Students interested in studies in the health-care fields especially should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary information before choosing a major or deciding upon elective course-work.

While there are no specific course requirements which must be met for admission to law schools, Wofford College wants students who wish to prepare for the practice of law to choose electives which include English, American history, government, accounting, economics, ethics, and public speaking. Statistics, logic, and religion are also recommended. Pre-law students should major in one of the humanities or social sciences.

A student who transfers to an accredited school of medicine, dentistry, law, or veterinary medicine before graduating from Wofford but after having met all General Education requirements and certain other conditions, may yet receive the Bachelor of Arts or Bachelor of Science degree from Wofford by completing certain requirements in the professional school. Interested students should consult the Registrar and the appropriate pre-professional advisor early and often.

Teacher Education Program

For many years Wofford College has been educating well-qualified teachers for the schools of South Carolina and the nation. The purpose of the teacher education program at Wofford is to provide basic programs leading to certification in grades 9-12 (and grades 7 and 8, if organized by departments) in biology, chemistry, English, French, Spanish, mathematics, physics, and social studies (history, government, economics, sociology, and psychology). These programs have been approved by the State Board of Education using standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students successfully completing the teacher education program are recommended for certification in South Carolina and some 25 other states.

Careful planning and selection of courses are required in order to satisfy both College requirements and those of teacher certification agencies. The earlier in his or her college career a student registers interest in teaching with the Chairman of the Department of Education, the more readily can the planning be effected. The College can, within reason, assure students of opportunity for satisfactory fulfillment of certification requirements if they consult the Chairman of the Department of Education *not later than the first semester of the sophomore year*, and follow the prescribed courses in the teacher education program.

General Education

Teacher education candidates must satisfactorily complete all Wofford General Education requirements and, beginning with sophomores in 1985-86, must also satisfactorily complete one course in mathematics. Courses recommended

for teacher education students are art appreciation, music appreciation, United States history, and health education.

Professional Education

Required courses:

Sophomores	Education 200
Juniors	Education 300
	Education 310
	Education 332
	Education 333
Seniors	Education 410

Teaching Area

Each subject field requires specific courses and a minimum number of semester hours for teacher certification. For courses and hours required in each field, students should consult the Chairman of the Department of Education.

Recommendation for Certification

The College advises students as to the requirements of the teacher education and certification programs, and helps with scheduling the appropriate sequence of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual student. Deficiencies in preparation at the time the candidate applies for certification are not the responsibility of the College. Wofford College recommends for certification only those students who have completed satisfactorily all requirements of the program.



On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact the appropriate departments or the Dean of the College directly.

Not all courses are offered each year. Department Chairmen should be consulted for scheduling information.

Wofford students should be aware that they may have access also to a number of courses offered at Converse College under the terms of a cross-registration agreement. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take courses at Converse that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

Information as to the specific courses which are offered at Converse may be obtained from the Registrar at Wofford.

Numbering System

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores.

Courses numbered in the 300's and 400's are primarily for juniors and seniors.

Course numbers separated by a *colon* (e.g.: 201:202) indicate a full year course for which credit is not given unless the work of both semesters is completed. Such a course may not be entered at the second semester.

Course numbers separated by a *hyphen* (e.g.: 201-202) indicate a year course for which credit for one semester may be given, but which may not be entered at the second semester.

Course numbers separated by a *comma* (e.g.: 201,202) indicate two one-semester courses, the second of which continues from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 265) indicate one-semester courses.

In general, odd-numbered courses or half-courses are offered in the first semester and those with even numbers are offered in the second semester.

On the last line of individual course descriptions are three numbers (in parentheses) which indicate the number of class meeting hours or equivalent normally met each week, the number of laboratory hours or equivalent normally met each week, and the number of semester hours credit for the course.

Course and Program Descriptions

Accounting

HAROLD W. GREEN, *Coordinator*
EDWARD E. GREENE, PHILIP S. KEENAN,

Major Prerequisites:

Math 130, 140, 181; Computer Science 110, 200; Economics 201, 202.

Major Requirements:

Accounting 211, 212, 351, 352; Finance 321; Economics 372; plus four (4) of the 400-level accounting courses as approved by the accounting Coordinator.

211. Accounting Principles I

An introduction to the basic concepts and methodology of financial accounting, with emphasis on the collection, analysis, and recording of business data. Includes financial statement preparation, with emphasis on assets and current liabilities.

(3-0-3) STAFF

212. Accounting Principles II

A continuation of Accounting 211, with emphasis on long-term debt and corporations. Also includes an introduction to managerial accounting, with emphasis on manufacturing costs and on management use of accounting data for planning, budgeting, and control. Prerequisite: Accounting 211.

(3-0-3) STAFF

351. Intermediate Accounting I

Emphasis on accounting theory and concepts relating to net working capital, intangibles, and plant assets. Prerequisites: Accounting 211, 212.

(3-0-3) STAFF

352. Intermediate Accounting II

A continuation of Accounting 351; study of accounting theory relating to the capital structure of the business corporation, price level changes, fund statements, and related matters. Prerequisites: Accounting 211, 212; Finance 321.

(3-0-3) STAFF

452. Cost Accounting

Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on planning, controlling, and decision-making. Prerequisites: Accounting 211, 212.

(3-0-3) GREEN

461. Advanced Accounting

Theory and techniques applicable to the special accounting problems of partnerships and consolidated corporations. Prerequisites: Accounting 351, 352.

(3-0-3) KEENAN

462. Auditing

Fundamental auditing principles and practices. Prerequisites: Accounting 351, 352.

(3-0-3) STAFF

471. **Tax Accounting**
Theory and practice of federal income taxation for individuals and for corporations. Prerequisites: Accounting 211, 212; Computer Science 110 or 200.
(3-0-4) KEENAN
480. **Special Topics in Accounting**
Topics may vary from year to year.
(3-0-1, 2, or 3) STAFF

Biology

W. RAY LEONARD, *Department Chairman*
H. DONALD DOBBS, WILLIAM B. HUBBARD, E. GIBBES PATTON

Major Prerequisites:

Biology 123, 124.

Major Requirements:

Biology 221, 222.

Six advanced courses chosen in consultation with the Department Chairman. One of these may be a three-hour, non-laboratory course. No prospective major should plan to take advanced courses until he or she has completed 123, 124, 221, and 222, or their equivalent as determined by the Department Chairman.

Departmental Reading Program in the junior year.

Comprehensive examination on courses 123, 124, 221, and 222 in the senior year.

Biology majors must complete all these requirements to the satisfaction of the departmental faculty, and must also complete the eight hours of laboratory courses in another science as required for the B.S. degree. Majors planning to complete degree requirements by the middle of their senior year should consult the Department Chairman by the beginning of the fall semester to determine whether all major requirements can have been met by the end of that semester.

Majors planning to apply to graduate schools should consult the Department Chairman as to courses they should take other than those specified for the major.

The department participates in teaching SCIENCE 101, 102, 103 — INVESTIGATION IN SCIENCE. See page 146 for course description.

- *101. **General Biology**
Fundamental facts and principles of animal life.
(3-3-4) STAFF
- *102. **General Biology**
Fundamental facts and principles of plant life.
(3-3-4) STAFF

*Offered in summer school only; does not count toward a biology major, but does count toward fulfillment of the natural science requirement.

123. **Introductory Animal Biology**
Study of animal life with emphasis on form and functions.
(3-3-4) DOBBS
124. **Plants and Ecosystem**
Structure and function of the vascular-plant body; plants, animals, man, and the physical environment as an ecosystem.
(3-3-4) PATTON
221. **Introduction to Molecular and Cellular Biology**
Introduction to morphological, biochemical, biophysical, and genetic studies of living cells.
(3-3-4) LEONARD
222. **Introduction to Genetics and Development**
Study of the basic concepts of heredity and subsequent development of organisms.
(3-3-4) HUBBARD
301. **Genetics**
Study of the principles of heredity with emphasis on the more recent work and findings in the field.
(3-3-4) HUBBARD
302. **Vertebrate Morphogenesis**
Study of vertebrate anatomy and embryology.
(3-3-4) DOBBS
303. **Microbiology**
Study of the microscopic forms of life, including structures, functions, uses, and controls.
(3-3-4) HUBBARD
304. **Invertebrate Zoology and Animal Parasitism**
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man.
(3-3-4) DOBBS
307. **Ecology**
Study of interrelationships of the environment and organisms, including man.
(3-3-4) PATTON
310. **Field Biology**
Identification of selected kinds of native animals and plants, study of the natural history of selected species, introduction to literature of field biology.
(3-3-4) PATTON
313. **Life of the Green Plant**
Growth, metabolism, and physical functions of seed-plants.
(3-3-4) PATTON
315. **The Plant-Kingdom**
Body-structure, life-cycles, and relationships in the major groups of plants.
(3-3-4) PATTON

401. History of Biology

Study of the development of the biological sciences from antiquity to the present.
(3-0-3) DOBBS

404. Animal Physiological Principles

Study of the leading ideas and concepts of the physiology of animals.
(3-3-4) LEONARD

407. Mammalian Histology

Microscopic anatomy. Study of the cellular structure of tissues and organs.
(3-3-4) LEONARD

453. Evolution

Facts and concepts of the synthetic theory of organic evolution.
(3-0-3) PATTON

481. Selected Topics in Biology

The topic for any semester may be one of special interest, special need, or specialized beyond the mainline biology courses listed separately. Topics taught in recent semesters have included Immunology, Human Genetics, Human Embryology, Disease, Virology, and Microbial/Molecular Genetics. Students may request topics.
(3-0-3) STAFF

Honors Courses and In-Course Honors

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses and In-Course Honors in this Catalogue.



Chemistry

WILLIAM P. CAVIN, *Department Chairman*

DONALD A. CASTILLO, JR., W. SCOT MORROW, DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the chemistry department offers two different major programs. The *Pre-Professional Chemistry Major* is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The *Liberal Arts Chemistry Major* provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for pre-medical and pre-dental students or for students who are undecided between medical school and graduate school and who may want to take a number of biology courses. For the student who wishes to be certified for teaching, this major permits more time to meet other requirements for teacher certification.

Major Prerequisites for both Major Programs:

Chemistry 123-124; Physics 121, 122; Mathematics 181, 182; and Computer Science 110.

Major Requirements for both Major Programs:

Chemistry 201-202, 211, 212, and 311.

Departmental Reading Program in the junior year.

Comprehensive examination in the senior year.

Additional Requirements for the Pre-Professional Major:

Chemistry 301 or 302, and 312, 322, 410, and 420.

(Chemistry majors who plan to do graduate work in chemistry are strongly advised to take Mathematics 310 and to acquire a reading knowledge of German.)

Additional Requirements for the Liberal Arts Major:

Four of the following: Chemistry 301, 302, 312, 322, 410, 420.

(Pre-medical and pre-dental students will need to take a minimum of two semesters of biology to meet admission requirements of most professional schools.)

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

123-124. General Chemistry

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.
(3-3-4) each semester STAFF

201-202. Organic Chemistry

A study of the compounds of carbon with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.

(3-3-4) each semester CAVIN

211, 212. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.

(1-3-2) each course CASTILLO

250+. Introduction to Research

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A maximum of 4 credit hours may be obtained in Chemistry 250+. Prerequisite: Chemistry 123-124 or permission of the department.

(0-3-1) STAFF

280+. Selected Topics in Chemistry

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.

(1 to 3-0 to 3-1 to 4) STAFF

301. Biochemistry

An introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. This course is specially designed to be of interest to students who are majoring in either chemistry or biology. A thorough treatment of the physicochemical properties of informational macromolecules provides a sound basis for the study of bioenergetics and metabolic organization. Prerequisites: Chem 202; Physics 122. Recommended: Chem 211, Biol 221.

(3-3-4) MORROW

302. Advanced Biochemistry

An in-depth study of the more provocative topics introduced in Chem 301, e.g., transport, regulation, synthesis of man-made polymers, analytical methodology, physical biochemistry, chemotherapy, and biotechnology. Prerequisite: Chem 301 or permission of instructor. Recommended: Chem 211, 212; Biol 221, 222, 301, 303.

(3-3-4) MORROW

311, 312. Physical Chemistry

A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory, molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chem 211, 212; Physics 122; Math 181, 182. Recommended: Computer Science 110, Math 310.

(3-3-4) each course WHISNANT

322. Inorganic Chemistry

A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisite: Chemistry 311.

(3-3-4) WHISNANT

410. Chemical Instrumentation

Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 211, 212 and 311.

(2-6-4) CASTILLO

420. Structural Analysis of Organic Compounds

Integrated application of instrumental and classical techniques to research-oriented problems in structural organic chemistry. Application of IR, UV, NMR and mass spectroscopy to organic structure determinations. Some emphasis will be given to the structure and identification of polymers. Prerequisites: Chem 202, 211, 212.

(2-6-4) CAVIN

451-452. Senior Research

Guided original research of a simple nature in the field of the student's interest. Introduction to basic research principles. Library and laboratory research leading to solution of the problem and a written report. Prerequisites: Permission of the instructor and the Department Chairman.

(0-6-4) STAFF

490+. Advanced Topics in Chemistry

Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from advanced areas of analytical, organic, inorganic, physical, or biochemistry, and will be announced one semester in advance. Prerequisites: Introductory course in area of study and permission of the instructor.

(3-0-3) STAFF

Honors Courses, In-Course Honors, and Research

Chemistry majors are encouraged to participate in the honors programs and research opportunities that are available in the department. For further information see Chem 250+ and Chem 451-452 in the course descriptions above and the section on Honors Courses and In-Course Honors in this Catalogue, or consult the Department Chairman.

Computer Science

DANIEL W. OLDS, *Department Chairman*

DONALD A. CASTILLO, BENJAMIN F. VARN, JR.

The Wofford College program in Computer Science is offered in recognition of the significance of computers in our culture and the importance that knowledge of computers will have in the success of our graduates. The program is designed to provide flexible opportunities for the interested student to augment his or her major program with strength in Computer Science. The courses listed below provide basic computer concepts and skills. Helpful related courses are offered in such departments as Mathematics, Physics, Economics, and Accounting. Further opportunities for the construction of an individual curriculum exist in the Interim, the Co-Op program, and the special topics courses. The faculty welcomes discussion of student plans.

An undergraduate interested in later work with computers is advised to avoid early over-specialization. A major in Mathematics, Physics, Economics, or Accounting, depending on the nature of one's interest, can lead to a career in which computers are well established. Opportunities for creative career development exist in most other disciplines as well.

110. Computer Use

An introduction to the use of the Wofford College Computer Center and to elementary computer programming. Students will learn to use the equipment, system commands, and

library programs, and to write simple computer programs using the BASIC-PLUS language. Those who successfully complete this course should be able to use the computer as a tool in other courses. Meets for one-half of the semester only. Prerequisite: None.
(3-0-1) STAFF

120. Problem Solving and Computer Science

This course will introduce additional programming techniques and emphasize problem analysis, algorithm construction, and data structures. Through classroom demonstrations and practice problems, the students will gain experience in analyzing problems into components, devising a sequence of steps which will solve each component problem, combining the component solutions to yield a problem solution, writing and testing a computer program to implement the entire sequence. Prerequisite: Computer Science 110.
(3-0-2) STAFF

130. Applications of Computers

A study of a variety of computer uses, including realistic examples drawn from the humanities and social sciences. Emphasis will be placed on non-mathematical tasks such as text processing, sorting lists, maintaining records, and using data bases. Some attention will also be given to using "library" programs, such as those on statistics. Students will develop their programming skills, while considering some of the social, philosophical, and ethical issues that computer applications raise. Prerequisite: Computer Science 110.
(3-0-2) STAFF

200. Computer Concepts

This course deals with the concepts of information, the development of digital information processors, and the functions and use of the modern electronic digital computer. The digital computer is examined from the point of view of its historical development, its logical functions, its information representations, its languages, its hardware components, its software components, and its present and future position in society. Emphasis is placed on exposure to a variety of computer information for the purpose of building a vocabulary of words and concepts. Prerequisite: None.
(3-0-3) STAFF

210. Programming Languages

An introduction to several commonly used programming languages. Language syntax and the features of these languages which make them appropriate for particular uses (e.g., text editing, scientific calculations, business records) will be studied. In the process, the basic concepts of the formal theory of language and computing will be developed. Prerequisite: Either Computer Science 120 or Computer Science 130.
(3-0-3) STAFF

280+. Selected Topics in Computer Science

Group or individual study of selected topics in Computer Science at an intermediate level. Students must present proposals for projects before the date of pre-registration. Projects may be for credits of one, two, or three semester hours and may be repeated for cumulative credit of up to six hours. A formal paper must be included in any three-hour project and for the first cumulative credit beyond three hours for a student with no such paper on file. Prerequisite: At least three semester hours of Computer Science; other requirements may be imposed by the instructor of any particular project.
(0-0-1 to 3) STAFF

Economics

MATTHEW A. STEPHENSON, *Department Chairman*

FRANK ELSTON, MATTHEW A. HENDERSON, RICHARD A. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving a B.A. degree or a B.S. degree (depending upon how they meet the College's natural science requirements).

Major Prerequisites for both Major Programs:

Mathematics 130, 140, 160 or 181, Computer Science 110.

Economics Major Requirements:

Economics 201, 202, 301, 302.

Fifteen additional semester hours of Economics.

Business Economics Major Requirements:

Economics 201, 202, 301, 302, Accounting 211, 212.

Two of the following courses: Economics 372, Finance 321, 331.

Two of the following courses: Economics 422, 432, 442, 451, or 480 (with permission of the Department Chairman).

201. Principles of Economics I

An introduction to microeconomics, the analysis of how a market economy allocates scarce resources to produce goods and services people want.

(3-0-3) STAFF

202. Principles of Economics II

An introduction to macroeconomics, a study of the theory of income and employment and of the policies that affect the level of income and employment. Prerequisite: Economics 201.

(3-0-3) STAFF

301. Microeconomic Theory

An intermediate-level course in the economic analysis of the allocation of scarce resources in a market economy. Prerequisites: Economics 201, Mathematics 130, 160 or 181.

(3-0-3) STEPHENSON

302. Macroeconomic Theory

An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202, Mathematics 160 or 181.

(3-0-3) ELSTON

311. Economic History of the United States

A historical treatment of the economic development of America from colonial times to the present.

(3-0-3) STEPHENSON

372. Business Law

A study of basic legal principles applying to the conduct of business operations.

(3-0-3) HENDERSON

401. International Economics

A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisite: Economics 301.
(3-0-3) ELSTON

412. Public Finance

A study of collective economic choice as to the level of public goods and an evaluation of alternative methods of financing public goods. Prerequisites: Economics 201, 202.
(3-0-3) WALLACE

422. Money and Banking

A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisites: Economics 201, 202.
(3-0-3) ELSTON

432. Managerial Economics

The application of microeconomic theory and quantitative methods to managerial decision-making. Prerequisites: Economics 301, Mathematics 140.
(3-0-3) WALLACE

442. Public Policy Toward Business

A study of government regulation of business and antitrust policy. Prerequisite: Economics 301.
(3-0-3) STEPHENSON

451. Labor Economics

An applied microeconomic study of the market for labor services, with some emphasis on those features which make labor markets unique. Prerequisite: Economics 301.
(3-0-3) WALLACE

461. Comparative Economic Systems

A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3-0-3) STEPHENSON

472. History of Economic Thought

A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats, and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisite: Economics 301.
(3-0-3) WALLACE

480. Special Topics in Economics

Topics may vary from year to year
(3-0-3) STAFF

Education

DAVID H. PRINCE, *Department Chairman*

CAROLINE B. JOHNSTON, DUANE A. STOBBER, DENO P. TRAKAS

There is no major in Education, but the department offers courses required for students who wish to prepare for certification as teachers in secondary schools. The teacher education program requires Education 200, 300, 310, 332, 333, and 410. For further information, consult the Catalogue section on teacher education.

200. Foundations of Education

A study of the purposes, administrative organization, and operation of the total education program of the school. Observation experience in the public schools. To be taken in the sophomore year. Prerequisite to all other education courses.
(3-0-3) JOHNSTON

300. Adolescent Psychology

A study of the problems facing young people approaching maturity. Normally not open to seniors.
(3-0-3) PRINCE

310. The Teaching of Reading

Theories, methods, and materials for teaching reading on the secondary level. Special attention to diagnosis of reading disabilities and to remedial techniques and programs. Tutorial component for practical experience. Required of all teacher-education students. Offered in the fall semester of odd-numbered years.
(3-0-3) TRAKAS

322. Educational Measurement

A study of evaluation techniques used in the public schools.
(3-0-3) PRINCE

332. Educational Psychology

Psychological principles applied to classroom learning.
(3-0-3) PRINCE

333. Practicum in Secondary School Methods

Observation and participation in the instructional program of a public school under the supervision of a classroom teacher and college faculty members. Seminars, assigned readings, and attention to methods used will supplement the school experiences. To be taken in the Interim of the junior year. Prerequisites: Education 200 and Education 300.
(4 semester hours) STAFF

344. Adolescent Literature

Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; analytical discussion of specific works from major genres. Required of teacher-education students preparing to teach English.
(3-0-3) TRAKAS

410. Student Teaching

Full-time observation, participation, and teaching in public schools for one semester under the supervision of public school personnel, the education faculty, and faculty from the



student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, Education 300, Education 332, and Education 333. (12 semester hours) PRINCE

418. Methods of Teaching Driver Education

Offered only in Summer Session and only for persons teaching or preparing to teach driver education in high schools. (3-0-3) STOBBER

419. Advanced Theories and Techniques in Driver Education

Offered only in Summer Session and only for persons teaching or preparing to teach driver education in high schools. Prerequisites: Six semester hours in education and Education 418; or by permission of the instructor. Students enrolled must have a valid state driver's license. (3-0-3) STOBBER

434. Current Problems in Education

Selected educational problems will be identified and discussed, and solutions explored. (3-0-3) STAFF

English Language and Literature

GEORGE B. MARTIN, *Department Chairman*

DENNIS M. DOOLEY, VIVIAN FISHER, EDMUND HENRY, VINCENT E. MILLER,
LINDA POWERS, DENO TRAKAS, CAROL B. WILSON

Major Prerequisites:

English 200, 201, and 202.

Major Requirements:

Eight advanced courses, including one from each of the following groups:

- I. 301, 303, 305, 311, 313, 314, 317, 337.
- II. 307, 308, 309, 332, 338, 341.
- III. 321, 322, 339.

Majors intending to do graduate work in English are advised to acquire a reading knowledge of French or German or both.

100. Reading for Meaning

Instruction and practice in the skills that are essential for understanding textbooks and other kinds of factual prose. No emphasis on "speed reading" but considerable emphasis on efficient reading for the sake of learning. Does not apply toward fulfillment of general or major requirements.

(3-0-3) TRAKAS

101. College Composition

A practical review of those elements of mechanics, grammar, and style that are most relevant to the writing of effective and attractive expository prose. The course will begin on the level of words and sentences, will move to paragraphs, to letters and reports, and then to short essays. Students will read and analyze the writing of contemporary prose stylists whose work can usefully serve as models. Does not apply toward fulfillment of general or major requirements.

(3-0-3) STAFF

102. Seminar in Literature and Composition

An in-depth study of some topic in literature. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one documented paper will be written. Prerequisite: Humanities 101 or English 101.

(3-0-3) STAFF

200. Introduction to Literary Study

Designed to develop beyond the freshman level the student's ability to read literary classics with appreciation and understanding and with a sense of the traditions out of which they grew. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. Required reading will include a classical work, a play of Shakespeare, and other works chosen by the instructor.

(3-0-3) STAFF

201. English Literature to 1800

A study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them.

(3-0-3) STAFF

202. English Literature Since 1800

A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them.

(3-0-3) STAFF

301. English Medieval Literature

Readings in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer.

(3-0-3) HENRY

303. Seventeenth Century English Literature to the Time of the Restoration

A study of important works of drama, lyric, and criticism from the period. Chief among the

authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell.

(3-0-3) HENRY

305. English Literature of the Restoration and Eighteenth Century, 1660-1800

A study of important works from the literature of this period, selected from satire (poetry and prose), essay, lyric, biography, and the novel. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell.

(3-0-3) HENRY

307. The Romantic Period

A consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age.

(3-0-3) FISHER

308. The Victorian Period

A study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold.

(3-0-3) FISHER

309. The Irish Revival

A study of the major writers of the period, with emphasis on the particular cultural and historical context in which the Irish Renaissance occurred. The chief figures to be studied include Synge, Yeats, Joyce, O'Casey, and Behan.

(3-0-3) DOOLEY

311. Chaucer

A study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism.

(3-0-3) HENRY



313. Shakespeare (Early Plays)

A study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories.

(3-0-3) MARTIN

314. Shakespeare (Later Plays)

A study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances.

(3-0-3) MARTIN

317. Milton

A study of most of Milton's poetry and selections from his prose.

(3-0-3) MARTIN

321. American Literature to the Civil War

A survey of American literature, from its beginning to the Civil War, with emphasis on the major writers.

(3-0-3) DOOLEY

322. American Literature Since the Civil War

A survey of American literature since the Civil War.

(3-0-3) DOOLEY

332. Contemporary Drama

A reading and analysis of modern dramas from Ibsen to the present.

(3-0-3) MILLER

337. The Early English Novel

A study of representative British novels of the eighteenth century and Romantic period.

(3-0-3) HENRY

338. The Later English Novel

A study of major novels of the Victorian and modern periods.

(3-0-3) FISHER

339. The Modern Novel

A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett.

(3-0-3) MILLER

341. Contemporary Literature

A study of major writers of the twentieth century in America and England.

(3-0-3) MILLER

343, 344. Comparative Literature

A comparative study of selected works from the great literatures of the world. The course is intended to allow the student to gain some sense of the breadth, nature, and importance of cultural heritage, so far as this can be done through a study of a few literary works in translation. The 343 course is not prerequisite to 344.

(3-0-3) each course MILLER

345. Principles of Literary Criticism

A study of the principles by which one distinguishes the best from the inferior in literature. Some attention will be given to the opinions of major critics, but the main part of the course will be practical and inductive, and concerned with the discussion of selected works.
(3-0-3) MILLER

347. Development of Modern English

A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present, and the development of modern American English.
(3-0-3) MARTIN

348. Modern English Grammar

An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools.
(3-0-3) TRAKAS

349-350. Workshop in the Writing of Fiction and Poetry

A year-long course in creative writing. The primary focus will be on the writing of short stories and poems. Other forms (drama, essay, and novel) will be secondary. A student may work predominantly in a single genre if he or she chooses. Manuscripts will be read and discussed in class, and there will be individual conferences with the instructor. Does not count toward a major in English.
(2-0-2) each semester TRAKAS

351. Introduction to Journalism

A study of newspaper reporting skills, with emphasis on the gathering and writing of news. Does not count toward a major in English.
(3-0-3) POWERS

353. Public Speaking

An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English.
(3-0-3) POWERS

354. Technical Writing

A practical course in writing and analyzing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions. Does not count toward a major in English.
(3-0-3) FISHER

481. Special Topics in Literature

A seminar intended mainly for advanced English majors. Topics may vary from year to year.
(3-0-3) STAFF

Finance

JAMES E. PROCTOR, *Coordinator*

The major in Finance can be used successfully as a background for graduate study or for a wide range of careers. The major is designed to serve those

students interested in banking or other financial institutions, corporate finance, or government service. It integrates a thorough knowledge of the finance function with an emphasis on quantitative analyses, many of which are performed on the computer.

Major Prerequisites:

Accounting 211, 212; Computer Science 110; Economics 201, 202; Mathematics 130, 140, 181.

Major Requirements:

Accounting 471; Computer Science 200 or 280+; Economics 372, 422; Finance 321-322, 411; one course from Finance 331, 450, 480+, or Economics 412.

321-322. Business Finance I and II

A study of the fundamental concepts in financial management, to include present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing decisions. The second course includes the study of multinational finance, mergers, bankruptcy and reorganization, leasing, and other long-term financing alternatives. It uses the Financial Analysis and Planning Package (FAPP) to assist in problem-solving on personal computers. Prerequisites: Accounting 211, Mathematics 140.
(3-0-3) each semester PROCTOR

331. Management

A study of the history of management thought including the classical school, the behavioral school, the management science school, and current emerging trends in management. The functions of management—planning, organizing, and controlling—will be studied in the context of each school of management.
(3-0-3) PROCTOR

411. Investments

A study of investment instruments such as stocks, bonds, options, and commodities, and of the markets which provide for trading in these instruments. Groups of investments will be evaluated under portfolio theory. INVESTPAK, a set of computer programs, will be used to analyze many investment alternatives. Prerequisite: Finance 321.
(3-0-3) PROCTOR

450. Capital Budgeting

A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value analyses will be made for fixed assets, leases, and securities portfolios. Prerequisite: Finance 321.
(3-0-3) PROCTOR

480+. Special Topics in Finance

These vary from offering to offering and may be used as partial fulfillment of the requirements of the finance major.
(3-0-3) PROCTOR

Fine Arts

JAMES R. GROSS, *Department Chairman*

CONSTANCE D. ANTONSEN, VICTOR BILANCHONE, LINDA POWERS,
ELAINE WAGNER

Art

There is an Art History major offered in conjunction with Converse College. Certain courses will be offered at Wofford and certain courses at Converse. Students from either college may take the major. Those who successfully complete it and meet all other requirements will qualify for the B.A. degree.

Major Requirements:

Art 201, 202 (or 101-102 at Converse), Philosophy 310, Art 250, and five other art history courses.

201, 202. The History of Art

A survey of Western Art, beginning with the prehistoric cave paintings through Gothic Art. Renaissance Art up to present trends will be dealt with in the second course.
(3-0-3) each course ANTONSEN

250. Studio Art

Introduction to the basics of drawing, watercoloring, and oil painting.
(0-8-3) STAFF

302. Italian Renaissance Art

A study of the major art of the Italian Renaissance, intended to give background and develop appreciation for this significant era.
(3-0-3) ANTONSEN

303. Baroque and Rococo Art

A study of three major arts in Western Europe during the 17th and 18th centuries, showing both the Baroque and Rococo styles and the origins of those styles.
(3-0-3) ANTONSEN

401. Oriental Art

A survey of the art of the Orient, including major periods and examples in China, India, and Japan, studied against their cultural and historical background.
(3-0-3) ANTONSEN

403. A History of American Architecture

A study of American architecture from the seventeenth century to the post-modern period.
(3-0-3) ANTONSEN

404. Seminar in Medieval Art

The art of Europe from 150 to 1400 A.D. The course encompasses early Christian sculpture, painting, and manuscript illumination, the art of the Invasions, the Carolingian Renaissance, and the Romanesque and Gothic eras. It is intended to take the student from Roman to Renaissance art. Prerequisites: Art 201, 202, 302.
(2-0-2) ANTONSEN

480. Selected Topics in Art History

Topics to be announced each semester.
(3-0-3) STAFF

The following courses in art history are offered at Converse College.

301. Ancient and Classical Art

A study of the architecture, painting, sculpture, and minor arts of the civilizations of Egypt, the Near East, Greece, and Rome.
(3-0-3) STAFF

302. Renaissance Art

A study of the arts of Western Europe during the 15th and 16th centuries, emphasizing the similarities and differences of art forms in Italy, France, Germany, and the Lowlands.
(3-0-3) STAFF

303. Baroque and Rococo Art

A study of the arts of Western Europe during the 17th and early 18th centuries, emphasizing the similarities and differences of art forms in Italy, Spain, the Lowlands, France, England, and Germany.
(3-0-3) STAFF

304. Nineteenth Century Art

A study of the major developments of 19th century European architecture, painting, and sculpture.
(3-0-3) STAFF

305. Twentieth Century Art

A study of the major developments in the visual arts from the 20th century to the present.
(3-0-3) STAFF

402. American Art

A study of American art from the colonial period to the present.
(3-0-3) STAFF



Music

*100. Men's Glee Club

The study and performance of selected choral literature for men's voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, Christmas concert, spring concert, and a spring tour. Prerequisite: Permission of the Director.
(2-1-1) BILANCHONE

*101. Concert Choir

The study and performance of selected choral literature for mixed voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, Christmas concert, spring concert, and a spring tour. Prerequisite: Permission of the Director.
(2-1-1) BILANCHONE

*200. The Band

The study and performance of selected band literature with emphasis on stage and band training. Additional activities include performance in pep band for sports events. Prerequisite: Permission of the Director.
(2-1-1) STAFF

201. The Understanding of Music

An introduction to the art of perceptive listening. A general survey of music from the Renaissance to the present time.
(3-0-3) BILANCHONE

202. The Elements of Music

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3-0-3) BILANCHONE

*250. Music Laboratory

Applied music in the form of vocal/instrumental instruction for students enrolled in the music ensembles. Prerequisite: Permission of instructor.
(1-0-1) STAFF

Theatre

250. Introduction to the Theatre

Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(1-6-3) GROSS

251. Acting and Directing

A continuation of Theatre 250 with emphasis on acting (vocal, body movement, improvisation) and directing. All students enrolled will participate actively in laboratory productions as actors and directors. Prerequisite: Theatre 250 or permission of the instructor.
(1-6-3) GROSS

350. History of the Theatre

A study of major periods of theatrical history, emphasizing the drama and the various forms

*A maximum of eight (8) credit hours can be earned in one or a combination of the applied music courses.

of its production as mirrors of the societies out of which they grew. From the classical period through the neo-classical period.

(3-0-3) GROSS

351. History of the Theatre

A continuation of Theatre 350, covering the theatre from the romantic period to the present.
(3-0-3) GROSS

450. Theatre Practicum

A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, or playwriting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 3 credit hours may be earned in Theatre 450.
(0-3-1) GROSS

451. Media Production Techniques

A practical course in producing videotape, slides, sound presentations, and overhead transparencies to be used as communications and/or educational tools. Students will define objectives, write scripts, make storyboards, plan shooting, and shoot, edit, and assemble finished productions.
(2-3-3) POWERS

480. Special Topics in Theatre and Related Areas

A seminar for advanced students. Subject matter will vary from year to year. Prerequisite: Permission of instructor.
(2-3-3) STAFF

Foreign Languages

SUSAN C. GRISWOLD, *Department Chairman*

CAROLINE A. CUNNINGHAM, WILLIAM W. MOUNT, JR., JOÃO A. SEDYCIAS,

DENNIS M. WISEMAN

Major Prerequisites:

Completion of courses 101, 102 (or the equivalent) of the language selected for concentration.

Major Requirements:

Twenty-four semester hours of course work in the department, including a concentration in one language. A semester of foreign study is very strongly recommended. Courses taken at the 100 level may not be counted toward a major in foreign languages.

A Concentration in French: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including French 301, 302, and two 400-level courses in French.

A Concentration in Spanish: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including Spanish 301 or 302, 305 or 307, and two 400-level courses in Spanish.

A Concentration in German: Eighteen semester hours of advanced language study (courses numbered 300 or higher), including German 301, 302,

305, and two 400-level courses in German. It may not be possible for a student to complete a concentration in German without at least one semester of foreign study in Germany or Austria.

Departmental Courses

380+. Foreign Language Drama Workshop

Participation in foreign language drama productions. Prerequisite: Permission of instructor. (3-0-3) STAFF

480+. Special Topics in a Foreign Language

Special topics courses in French, German, Greek, or Spanish arranged for the individual student by special permission of the Department Chairman and the instructor responsible for directing the work.

(0-0-1 to 4) STAFF

French

101, 102. Beginning Active French

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of French in the classroom.

(3-1-3) each course STAFF

201, 202. Intermediate Active French

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: French 102 or the equivalent.

(3-1-3) each course STAFF

301, 302. Conversation and Composition

Conversation and composition based on readings from modern prose writers. Conducted in French. Prerequisite: French 202 or the equivalent.

(3-0-3) each course STAFF

353, 354. Introduction to French Literature

Lectures, rapid reading of representative works; history of literature; reports. Conducted in French. Prerequisite: French 202 or the equivalent.

(3-0-3) each course CUNNINGHAM, WISEMAN

461. The French Theater

A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 301 or 302 or permission of instructor.

(3-0-3) CUNNINGHAM, WISEMAN

462. The Evolution of French Poetry

Study of a variety of texts from representative poetic movements from the Seventeenth Century through the Twentieth Century. Emphasis will be placed on poetry as a social and historical document and close attention will also be paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 301 or 302 or permission of instructor.

(3-0-3) CUNNINGHAM, WISEMAN

463. The French Novel

Readings from selected texts that represent the evolution of the French novel. Attention will be paid to technique and style, with emphasis also on the historical and social importance of each novel. The student will also become familiar with a substantial corpus of

critical literature. Conducted in French. Prerequisite: French 301 or 302 or permission of instructor.

(3-0-3) CUNNINGHAM, WISEMAN

German

101, 102. Beginning Active German

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of German in the classroom.

(3-1-3) each course STAFF

201, 202. Intermediate Active German

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: German 102 or the equivalent.

(3-1-3) each course STAFF

301, 302. Conversation and Composition

Intended to drill the student in the application of grammar and the idiomatic usage of German. Conducted in German. Prerequisite: German 202 or the equivalent.

(3-0-3) each course STAFF

305, 306. German Literature of the Nineteenth Century

The first semester will be spent principally studying the works of Goethe, and the second those of Lessing and Schiller. Conducted in German. Prerequisite: German 301 or 302 or the equivalent.

(3-0-3) each course STAFF

307. German Civilization

A study of significant aspects of the culture of the German-speaking peoples from their origins to the present. Conducted in German. Prerequisite: German 202 or permission of instructor.

(3-0-3) STAFF

321, 322. Scientific German Readings

Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. Prerequisite: German 202 or permission of instructor.

(3-0-3) each course STAFF

Greek

105. Intensive Elementary Greek

An introduction to classical Greek grammar with exercises and selected readings.

(4-0-4) MOUNT

201-202. Intermediate Greek

Review of grammar and extensive reading from classical and Hellenistic writings, including the New Testament, for the purpose of developing reading facility.

(3-0-3) each semester MOUNT

353, 354. Readings in Greek Literature

Reading and detailed study of selected works in Greek. Readings to be determined by consultation.

(3-0-3) each course MOUNT

Spanish

101, 102. Beginning Active Spanish

A comprehensive introduction to the four skills of the language—speaking, aural compre-

hension, reading, writing. Structure and communication skills will be emphasized through extensive use of Spanish in the classroom.
(3-1-3) each course STAFF

201, 202. Intermediate Active Spanish

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3-1-3) each course STAFF

301, 302. Conversation and Composition

Conversation and composition based on readings from modern prose writers. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3-0-3) each course STAFF

305. The Hispanic World: Spanish America

An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3-0-3) SEDYCIAS

307. The Hispanic World: Spain

An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3-0-3) GRISWOLD

308. Modern Writers of the Hispanic World

An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings will include poetry, novellas, and short stories by major Spanish and Spanish-American authors; short critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 301 or 302 or permission of instructor.
(3-0-3) GRISWOLD, SEDYCIAS

411. Cervantes' *Don Quixote de la Mancha*

A careful reading of *Don Quixote* to enjoy and appreciate this major work of art and to gain insight into the novel's central influence on the development of modern narrative forms. Readings in English (for elective credit) or in Spanish (for Spanish major credit). Class discussions in English. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) GRISWOLD

440. El arte de la traducción/The Craft of Translation

A practical approach to the problems and techniques of Spanish/English and English/Spanish translation. A variety of texts in both languages will be used as an introduction to the translator's art and craft. These texts will be chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of business, journalism, law, and politics will be sampled. Prerequisite: Spanish 301 or 302 or permission of instructor.
(3-0-3) GRISWOLD, SEDYCIAS

450, 451. General View of Spanish-American Literature

Reading of representative works from many countries covering the first chroniclers of Spanish America, the Colonial Period, the writers of Independence, the Romantic Period, the Modernist Period, and the contemporary currents in literature. Conducted in Spanish.
(3-0-3) each course SEDYCIAS



Geology

TERRY A. FERGUSON, *Acting Department Chairman*

A major in Geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students learn to understand and appreciate the Earth as they find it, by exposing them to the literature of geology in the language in which it is written—the minerals, rocks, structures, landforms, and processes of representative portions of our region and this Continent. Most of the laboratory work in the introductory courses is conducted in the field.

The department also participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

111. Introduction to Geology

A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-4-4) FERGUSON

112. Introduction to Geology

A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) FERGUSON

400. Geography—Regional Studies

An interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor.
(3-0-3) FERGUSON

Government

LINTON R. DUNSON, JR., *Department Chairman*

TA-TSENG LING, JOHN L. SEITZ

Major Requirements:

Government 201 and 202, in sequence, must be taken before other courses. Eighteen semester hours are required beyond Government 201 and 202.

Within the eighteen hours, the following distribution requirement must be met:

Six semester hours in Division A (American Government) beyond Government 202.

Six semester hours in Division B (International Relations and Comparative Government) including either Government 340 or Government 345.

Three semester hours in Division C (Political Theory).

201. Introduction to Political Science

An introduction to the study of politics surveying all the major subdivisions of the discipline.
(3-0-3) SEITZ

450. Independent Study

Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to senior majors of high academic standing. Prerequisite: Permission of instructor.
(3-0-3) DUNSON

Division A: American Government

202. Introduction to American Government

An introductory survey of American government with emphasis on the structure and powers of national governmental institutions.
(3-0-3) DUNSON

330. American State and Local Government

A study of the structure, functions, and powers of state and local governments including a survey of problems in intergovernmental relations.
(3-0-3) DUNSON

337. The President and Congress

A study of the basic structures and processes of the Presidency and the Congress with attention given to the reasons for conflict and cooperation between these two institutions.
(3-0-3) SEITZ

411. Constitutional Law of the United States

A survey of major decisions of the Supreme Court of the United States.
(3-0-3) DUNSON

420. American Foreign Policy

A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy. (Also counts in Division B.)
(3-0-3) SEITZ

480+. Special Topics in American Government

Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Prerequisite: Permission of instructor.
(3-0-3) STAFF

Division B: International Relations and Comparative Government

340. International Politics

A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and processes which condition the national policies of states.
(3-0-3) LING

345. International Conflict

A study of war and the use of force in international affairs with emphasis on the causes of international conflict.
(3-0-3) SEITZ

351. Governments of Asia

An examination of the governmental structures, political processes, and international relations of selected Asian states in historical and cultural perspective.
(3-0-3) LING

360. Governments of Europe

An examination of the governmental institutions, political processes, and international relations of selected European states in historical and cultural perspective.
(3-0-3) DUNSON

380. Governments of Latin America

An examination of the governmental institutions, political processes, and international relations of selected Latin American states in historical and cultural perspective.
(3-0-3) LING

430. The Politics of Development

A study of the political issues and choices involved in the economic development of both developed and developing nations. (Also counts in Division A.)
(3-0-3) SEITZ

490+. Special Topics in International Relations and Comparative Government

Selected topics in international politics and comparative politics. Subject matter will vary. Prerequisite: Permission of instructor.
(3-0-3) STAFF

Division C: Political Theory

346. Political Sociology

An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.
(3-0-3) STAFF

391. Ancient and Medieval Political Thought

A study of the principal political ideas of the ancient and medieval periods.
(3-0-3) LING

392. Modern Political Thought

A study of political thought from the sixteenth century to the present.
(3-0-3) LING

History

LEWIS P. JONES, *Department Chairman*

ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESESNE, JR., PHILIP N. RACINE,
THOMAS V. THOROUGHMAN

Major Prerequisites:

History 101, 102, 265.

Major Requirements:

A major consists of twenty-four semester hours. In addition, all majors must complete a special senior reading program. Within the department, there is a distribution requirement for majors that they include (a) at least 9

semester hours in American history; (b) at least 3 semester hours in early European history (330, 340, 350); (c) at least 3 semester hours in modern European history (360, 370, 380, 381, 382); and (d) at least 3 semester hours in non-Western history (390, 391, 392, 393).

101. **History of Modern Western Civilization to 1815**
Basic survey of Western Europe, the Renaissance to Congress of Vienna.
(3-0-3) STAFF
102. **History of Modern Western Civilization Since 1815**
A continuation of History 101, bringing the survey down to the present.
(3-0-3) STAFF
201. **History of the United States, 1763-1850**
Political, social, and economic.
(3-0-3) JONES, KILLIAN, RACINE
202. **History of the United States, 1850-1914**
Continuation of History 201.
(3-0-3) JONES, KILLIAN, RACINE
265. **Research Methods**
Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered first semester.
(1-0-1) STAFF
301. **England to 1688**
England's emergence as a nation; its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century.
(3-0-3) THOROUGHMAN
302. **England Since 1688**
The history of modern Britain since the Glorious Revolution.
(3-0-3) THOROUGHMAN
305. **History of South Carolina**
A survey of the state's history during colonial and early national periods.
(3-0-3) JONES
306. **History of South Carolina**
Continuation of History 305 from about 1800 to present.
(3-0-3) JONES
307. **History of the Old South**
A cultural, economic, and social history of the South before the Civil War.
(3-0-3) JONES
308. **History of the New South**
The South since the Civil War; a continuation of History 307.
(3-0-3) JONES
309. **American Colonial Society to 1763**
A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.
(3-0-3) RACINE
311. **American Society, 1763-1860**
A study of the everyday life of most, and of the ideas of a few, Americans.
(3-0-3) RACINE
312. **American Social and Intellectual History Since 1865**
The history of ideas in the United States, emphasizing the relationship between ideas and

society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.

(3-0-3) KILLIAN

313. **Constitutional History of the United States**
Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
(3-0-3) KILLIAN
314. **The City in the Western World**
The history of the city in the West with emphasis on a comparison of the European and American urban experiences from the Industrial Revolution. Special attention is given to comparative twentieth century urban planning.
(3-0-3) RACINE
316. **History of the Negro in America**
A study of the black experience in America from the seventeenth century to the present.
(3-0-3) KILLIAN
320. **American Military and Diplomatic History**
A survey of military and diplomatic history with an emphasis on the twentieth century.
(3-0-3) RACINE
324. **Twentieth Century America**
History of the United States since 1914.
(3-0-3) JONES, KILLIAN
330. **The Ancient World**
A study of the emergence and development of the early river valley civilizations, the Greek city-states, the Hellenistic Age, and the Roman world.
(3-0-3) BAYARD
340. **History of the Middle Ages**
A survey of medieval civilization, with emphasis on cultural and institutional developments.
(3-0-3) THOROUGHMAN
350. **Renaissance and Reformation**
A study of Western Europe from about 1300 to about 1600.
(3-0-3) THOROUGHMAN
360. **Europe in the 17th and 18th Centuries**
A consideration of the social, economic, political, and intellectual development of Europe from 1600 to 1789. Special emphasis on the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3-0-3) THOROUGHMAN
370. **Europe, 1789-1870**
A survey of the growth of nationalism and democracy in modern Europe, with consideration also being given to social conditions and intellectual climate.
(3-0-3) BAYARD
380. **Europe, 1870-1918**
A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics, and the struggle for power.
(3-0-3) BAYARD
381. **Europe and the World, 1918-1935**
This course and its sequel, History 382, are designed to furnish historical background for better understanding of complex contemporary world problems.
(3-0-3) BAYARD
382. **The World Since 1935: New Age of Conflict**
A continuation of History 381.
(3-0-3) BAYARD

390. Tropical Africa Since 1870

A survey which deals with a significant area of the world. Included are such matters as the geography of the region, the impact of European Imperialism, the growth of nationalism, the establishment of nation states, and the problems faced by those new states in the contemporary era.

(3-0-3) BAYARD

391. The Middle East and South Asia

A survey of the history of the Middle East and South Asia, with emphasis on Islamic and Hindu traditions and cultures, the emergence of nationalism, and the achievement of independence and statehood.

(3-0-3) THOROUGHMAN

392. Modern East Asia

A survey of the history of East Asia since the beginning of the 19th century.

(3-0-3) THOROUGHMAN

393. Seminar in Latin American History and Culture

An introduction to Latin America involving reading and study of both colonial and modern developments in the region.

(3-0-3) JONES

394. Russia Since Peter the Great

A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, the survey reviews domestic and foreign policies in the 18th and 19th centuries. The focus of the twentieth century is upon the Communist Revolution and its impact upon the nation, its policies, and its international relations.

(3-0-3) BAYARD

450. Independent Study in United States History

Opportunity is offered to the student to develop projects of special interest. After approval of topic by the instructor, the student is expected to engage in general bibliographical study, to report on reading, and to produce papers as directed by the instructor. Periodic conferences

with the instructor. Prerequisites: Junior or senior standing, approval of the department, and permission of the instructor. Such programs are to be approved at least six weeks prior to registration day.

(1-0-3) STAFF

460. Independent Study in European History

Same as History 450, except in European field.

(1-0-3) STAFF

481+. Special Topics in United States History

Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary and each topic will be assigned a specific number when announced.

Prerequisite: Permission of instructor.

(3-0-3) STAFF

491+. Special Topics in European History

Same as History 481, except in European field.

(3-0-3) STAFF

Humanities

DANIEL H. HANK, *Coordinator of 201, 202*

WALTER E. HUDGINS, *Coordinator of the Major*

The humanities major offers a student the opportunity to design his or her own interdepartmental major in the general area of humanities. The details and specific content of such a major program are worked out and agreed upon in advance by the student and the Coordinator of the humanities major.

Major Prerequisites:

Humanities 201, 202.

Major Requirements:

Humanities 301, 401; and five additional 300-level or 400-level courses in humanities departments.

101. Freshman Seminar in Humanities and Composition

A course designed to engage the student, during his or her first semester, in a small-group seminar in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills, and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshman students.

(3-0-3) STAFF

201, 202. Values and Issues in the Humanities

Interdisciplinary courses, primarily for sophomores, designed to bring the value perspectives of major philosophical, religious, literary, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English literature, fine arts, philosophy, and religion (at the rate of one course to each area).

(6-0-6) each course HANK, STAFF





301. Values and Issues Seminar

This seminar will endeavor to show that the humanities are related to concrete issues in the human community. The seminar will take a one-semester look at that community which is Spartanburg County, and through a multi-disciplinary approach involving classroom discussion and directed field-work, the seminar should reformulate the issues and move creatively toward possible solutions.

(2-3-3) STAFF

401. Senior Humanities Seminar

Either a special topics seminar or a temporary cross-listing with specific existing advanced courses in the humanities departments.

(3-0-3) STAFF

Intercultural Studies

THOMAS V. THOROUGHMAN, *Coordinator*

The intercultural studies major offers students an opportunity to develop an interdepartmental major in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through a major in one of the traditional academic departments. A student desiring to major in intercultural studies must work out a curriculum with the Coordinator before the beginning of the junior year.

The major requires the completion of 33 semester hours in advanced courses approved by the Coordinator from the offerings of the departments of economics, fine arts, foreign languages, government, history, religion, and sociology.

Mathematics

RICHARD L. ROBINSON, *Department Chairman*

CLARENCE L. ABERCROMBIE, CURTIS P. BELL, LEE O. HAGGLUND, JOHN M. PAULLING

Major Prerequisites:

Mathematics 181, 182 or equivalent.

Major Requirements:

Computer Science 110, 120; Mathematics 220, 240; one of Mathematics 260, 280, 330; either Mathematics 310 or 421; either Mathematics 431-432 or 441-442; and at least three additional courses numbered above 200.

Prospective graduate students in mathematics should acquire a reading knowledge of French or German.

100. Algebra-Trigonometry

A review of basic algebra and trigonometry needed for subsequent courses in mathematics or other quantitative disciplines. Not available to students who have earned a grade of C or higher in a calculus course or whose mathematics placement test indicates adequate knowledge of this material.

(3-0-3) STAFF

130. Finite Mathematics

A study of matrices, linear programming, finite probability theory, and applications of these topics to problems in the social, life, and management sciences.

(3-0-3) HAGGLUND, PAULLING



140. Statistics

An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models.

(3-0-3) PAULLING, ROBINSON, ABERCROMBIE

181. Calculus 1

A study of the theory and applications of the derivative of algebraic, exponential, and logarithmic functions, and an introduction to the theory and applications of the integral. Suitable for students of both the natural and social sciences. Prerequisite: Satisfactory placement test score or Mathematics 100.

(3-0-3) BELL, ROBINSON

182. Calculus 2

A study of the theory, techniques, and applications of integration, the development and applications of trigonometric and inverse trigonometric functions, and an introduction to the theory of infinite sequences and series. Prerequisite: Mathematics 181 or equivalent.

(3-0-3) BELL, ROBINSON

220. Linear Algebra

The theory of finite dimensional vector spaces, linear transformations, and matrices with applications to such problems as linear programming, Markov chains, differential equations, game theory, and population growth. Prerequisite: Mathematics 182.

(3-0-3) BELL, PAULLING

240. Differential Equations

The theory and applications of first and second order differential equations and systems of equations. Analytical methods and an introduction to numerical techniques. Prerequisite: Mathematics 182.

(3-0-3) PAULLING

260. Operations Research

A study of some of the applications of mathematics to problems of industry. Topics include linear programming and applications, goal programming, dynamic programming, game theory, and computer implementation of algorithms for solving such problems. Prerequisites: Mathematics 181 and Computer Science 110 or equivalent.

(3-0-3) BELL

280. Discrete Mathematical Models

An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences. Prerequisite: Mathematics 182 or permission of instructor.

(3-0-3) PAULLING

310. Multivariable Calculus

A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Mathematics 182.

(3-0-3) PAULLING

330. Numerical Methods

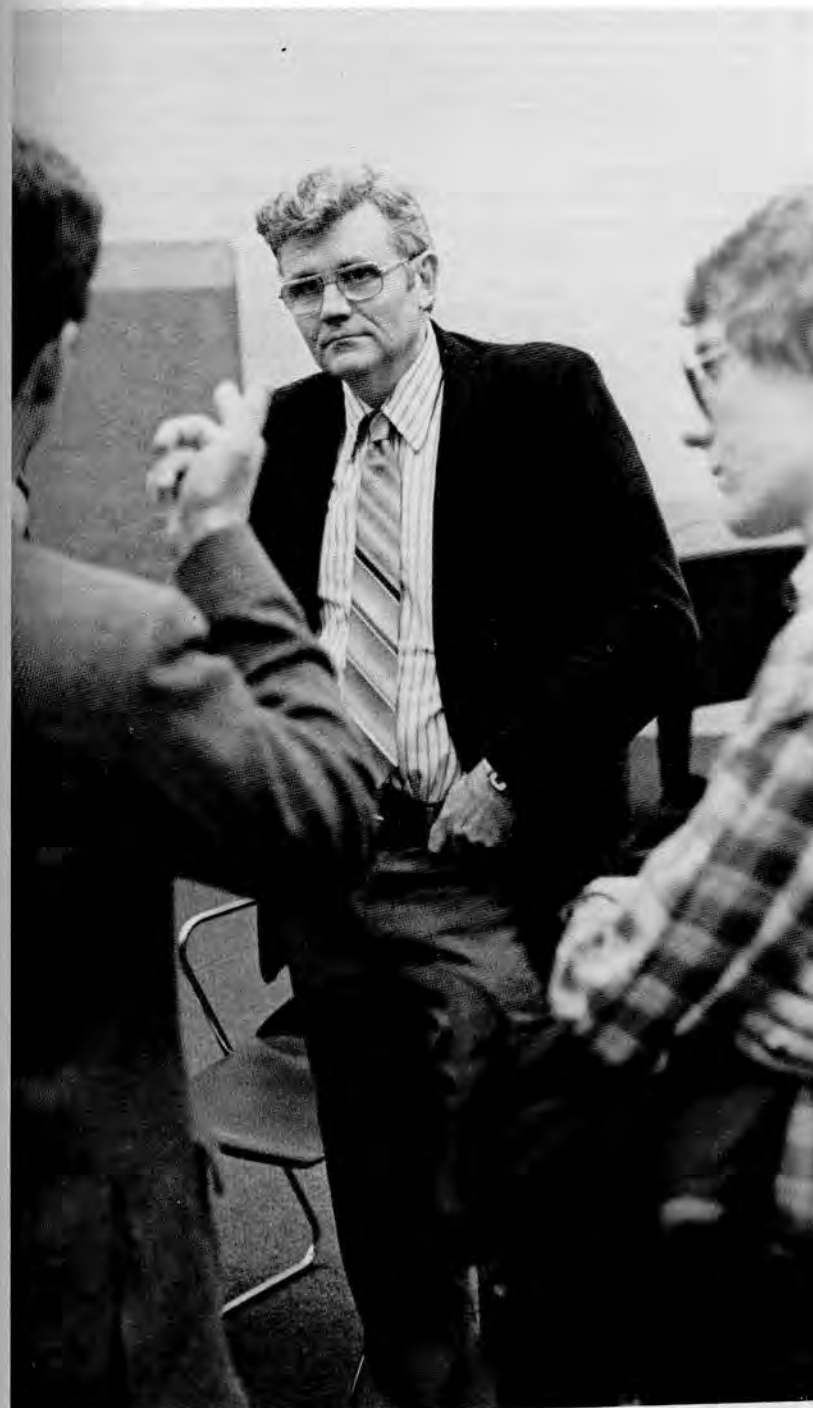
A study of the theory and computer implementation of numerical methods. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations. Prerequisites: Mathematics 182 and Computer Science 110.

(3-0-3) HAGGLUND

380. Geometry

A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.

(3-0-3) ROBINSON



421-422. Probability and Statistics

A study of probability models, random variables, estimation, hypothesis testing, and linear models with applications to problems in the physical and social sciences. Prerequisites: Mathematics 182 and Computer Science 110. (3-0-3) each semester ROBINSON

431-432. Abstract Algebra

The axiomatic development of abstract algebraic systems including groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 220. (3-0-3) each semester HAGGLUND

441-442. Mathematical Analysis

A rigorous study of the fundamental concepts of analysis including limits, continuity, the derivative, the Riemann integral, and sequences and series. Prerequisite: Mathematics 182. (3-0-3) each semester BELL

481+. Special Topics in Mathematics

Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables. (3-0-3) STAFF



Military Science

LTC JOHN W. ARRINGTON, *PMS and Department Chairman*

MAJOR MARK A. BUFFLER, MAJOR OLAND B. LITTLE, CAPTAIN CHRISTOPHER SYLVIA, CAPTAIN MICHAEL J. BLACKBURN, CAPTAIN PRENTICE C. PHILLIPS, SERGEANT MAJOR LEONZA BEST, JR., SERGEANT FIRST CLASS MARY A. HOYLE

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for the basic program as means of qualifying for the advanced program.) Successful completion of the advanced program, including the advanced camp in the summer between the junior and senior years, together with the bachelor's degree, qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced program students are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include canoeing, rappelling, marksmanship, and the ranger platoon.

There is no military obligation associated with any of the basic program courses.

The Military Science Department does not offer a major.

Basic Program

111. Introduction to ROTC and the U.S. Army

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U.S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. (1-0-1) STAFF

112. Introduction to ROTC and the U.S. Army

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, the Soviet threat, and basic mountaineering techniques. (1-0-1) STAFF

211. ROTC Basic Military Skills

Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, nuclear, biological, and chemical operations, and leadership techniques and applications. (2-1-2) STAFF

212. ROTC Basic Military Skills

Topics in this course include military map reading, army weapons, and fundamentals of physical training. (2-1-2) STAFF

Advanced Program

301. Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier, and communications. There will be one weekend field-exercise and a weekly leadership laboratory.
(3-1-3) STAFF

302. Military Science

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the use of various weapons. There will be two weekend field-exercises and a weekly leadership laboratory.
(3-1-3) STAFF

401. Military Science

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories to include a field training exercise for MS 301 students. Mandatory laboratory each week.
(3-1-3) STAFF

402. Military Science

This is the last course in the Military Science requirements for commissioning. Subjects include military justice, history of warfare, military logistics, military intelligence, Army maintenance management, the role of the NCO and officer-enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.
(3-1-3) STAFF

Philosophy

JAMES A. KELLER, *Department Chairman*
DANIEL H. HANK, WALTER E. HUDGINS

Each of the 200-level courses—201, 206, and 212—is appropriate as a first course in philosophy; none presupposes any previous departmental courses. The satisfactory completion of one of these courses is, however, normally prerequisite to enrollment in 300-level courses in the department.

Major Requirements:

Twenty-four semester hours of course work in the department, chosen in consultation with the departmental advisor. The course or courses taken for completion of the General Education requirement may not be counted toward a major in philosophy.

201. Problems and Methods of Philosophy

Introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues. Offered every semester.
(3-0-3) STAFF

206. Reasoning and Critical Thinking

A course aimed at developing the student's ability to evaluate arguments and other informa-

tive prose and to construct arguments with greater cogency and effectiveness. The course does not employ any of the techniques of formal logic. Offered every year.
(3-0-3) KELLER

212. Social Ethics

A consideration of practical problems and alternative solutions incident to life in our modern world. Offered every year.
(3-0-3) HUDGINS

310. Aesthetics

A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, painting, sculpture, and film. Problems discussed include the role of standards in criticism, aesthetic judgment, interpretation, and evaluation in the arts; meaning in the arts, art and truth, the arts and morality, and the death of art. Offered in 1985-86.
(3-0-3) HUDGINS

311. Principles of Ethics

A study of diverse value systems. Offered in 1986-87.
(3-0-3) HUDGINS

321. Formal Logic

An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.
(3-0-3) KELLER

323. Philosophy of the Natural and Social Sciences

An examination of the methods and aims of scientific inquiry; analysis of such topics as the nature of theories, models, laws, facts, and objectivity in science. The course will include a consideration of the relation between the natural sciences and the social sciences. Offered in 1985-86.
(3-0-3) KELLER

336. Existentialism

An examination of the doctrine that a person forms his or her own essence in the course of the life he or she chooses to lead. A study of such figures as Soren Kierkegaard, Albert Camus, and Jean-Paul Sartre. Offered in 1985-86.
(3-0-3) HUDGINS

342. Philosophy of Religion

An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Offered in 1985-86.
(3-0-3) KELLER

347. Metaphysics

An examination of attempts to interrelate diverse elements in our experience and to gain a perspective on the world as a whole. Offered in 1986-87.
(3-0-3) KELLER

348. Epistemology

An examination, within the analytic tradition, of the possibilities of knowledge, the justification of belief, and the nature of our contact with reality. Offered in 1985-86.
(3-0-3) KELLER

351. Ancient and Medieval Philosophy

A study of the first 2000 years of philosophy, from the beginnings in myth and poetry, to the classical philosophies of Plato and Aristotle, through the transition of Plotinus, to the rich medieval systems of Augustine and Aquinas. Attention will be paid most to the coherence and, for its time, appropriateness, of each thinker's system. Offered in 1986-87.
(3-0-3) HANK

352. Early Modern Philosophy

A study of modern philosophy beginning with the rationalists—Descartes and Leibnitz—and the empiricists—Berkeley, Locke, and Hume—and extending to their attempted synthesis in Kant and post-Kantian German Idealism. Offered in 1986-87.

(3-0-3) HANK

353. Contemporary Continental Philosophy

A tracing of philosophy in Europe, mainly Germany (i.e., not Sartre and Camus), from the influence of Husserl to the later Heidegger and current thinking in semiotics and hermeneutics. Offered in 1985-86.

(3-0-3) HANK

480+. Contemporary Topics

A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course in philosophy or permission of the instructor. Offered every year.

(3-0-3) STAFF

Physical Education

DUANE STOBBER, *Department Chairman*

LADSON G. CUBBAGE, JR., RICHARD H. GILSTRAP, RICHARD A. JOHNSON, MARK D. LINE, CRYSTAL C. SHARPE, WILLIAM H. SHULER, PHILLIP C. WILKS

There is no major in Physical Education.

101. Lifetime Sports

Participation in one of the four groups of activities listed below.

(3-0-1) STAFF

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>	<i>Group IV</i>
Tennis	Racquetball	Softball	Volleyball
Badminton	Speedball	Bowling	Physical Fitness
Table Tennis	Indoor Soccer	Shuffleboard	Golf

102. Lifetime Sports

Participation in one of the four groups of activities listed above, except that the student may not repeat activities.

(3-0-1) STAFF

Physics

DANIEL W. WELCH, *Department Chairman*

WILLIAM C. MADDOX, DANIEL W. OLDS

Major Prerequisites:

Physics 121, 122.

Major Requirements:

The physics department offers two major programs to help prepare for a variety of careers. Both majors require Physics 121, 122 as prerequisites. Any physics course numbered 200 or higher may be counted toward either of the majors.

Industry/Education Major:

For those who plan to attend graduate school in a field other than physics or those who plan immediate employment in areas such as industry, government, or public schools. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The course requirements are Physics 253, two semesters of Physics 371+, Physics 261, 331, and 206, plus 12 more hours selected from other physics courses and Computer Science 120. Related work includes the second science courses required for the B.S. degree, Math 181, 182, 310, and Computer Science 110.



Preprofessional Physics Major:

For those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements are Physics 253, two semesters of Physics 371+, Physics 261, 331, 431, and 442, plus 12 more hours selected from other physics courses. Related work includes the second science courses required for the B.S. degree, Math 181, 182, 310, at least one more semester of advanced math, and Computer Science 110.

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

108. Astronomy

A survey course in astronomy which includes observational astronomy, a study of the solar system, structure and evolution of stars and galaxies, and cosmology. Prerequisite: None.
(3-0-3) STAFF

121, 122. General Physics

A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Math 181 or equivalent.
(3-3-4) each course STAFF

203. Laboratory Applications of Microprocessors

The architecture and instruction set of a specific microprocessor are studied in sufficient detail that external sensing, measuring, and control functions appropriate to general laboratory environments can be designed, assembled, and tested. The lab is thus tightly coordinated with the lecture. General analog and digital electronic principles are introduced as appropriate, assuming only a background of basic DC network theory. The course concludes with a comparative analysis of several other microprocessors.
(3-3-4) STAFF

206. Electronics

An elementary course in the principles of electronic devices, circuits, and instruments intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 121.
(3-3-4) STAFF

253. Modern Physics

A study of the major developments in physics since 1895 with emphasis on the atom, the nucleus, and "elementary particles." Prerequisites: Physics 121, 122.
(3-0-3) STAFF

261. Mechanics

Classical vector Newtonian analytical mechanics. Vector notation is introduced, particle kinematics is discussed, Newton's laws of mechanics are stated and applied to several situations including rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122, and Math 182.
(3-0-3) STAFF

272. Thermodynamics

This course deals with the development and applications of basic concepts and methods useful in the understanding of thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: Physics 121, 122, and Math 182.
(3-0-3) STAFF

331. Electricity and Magnetism

The subject of this course is the physics and mathematics of the classical description of the electro-magnetic field and includes the experimental and theoretical background for each of Maxwell's equations, the equation of continuity and the associated fields in the presence of matter. Prerequisites: Physics 261 and Math 182.
(3-0-3) STAFF

340. Contemporary Physics

This course will involve the student in reading articles on selected topics in the current physics publications in the library, and will include an introduction to the structure of the physics literature as well as introduce physics topics of current interest and topics with significant relationship to life outside the laboratory. A term paper is required. Prerequisite: Physics 253.
(3-0-3) STAFF

342. Optics

This course presents and demonstrates the proper use of several alternative models of the electromagnetic spectrum including the ray model, the wave model, and the quantum model. Prerequisite: Physics 331.
(3-0-3) STAFF

364. Quantum Physics

In this course the mathematical structure and physical meaning of quantum mechanics as a fundamental theory of physics are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals. Prerequisites: Physics 253, Math 310.
(3-0-3) STAFF

371+. Advanced Laboratory

A series of four semesters of experiments and projects covering some of the basic experimental skills that a physics major should have. These include use of oscilloscopes, voltmeters, ammeters, some familiarity with shop tools and procedures, laboratory record keeping and report writing, and knowledge of ways in which basic physical quantities are measured. Prerequisites: Physics 121, 122.
(0-3-1) STAFF

431, 442. Theoretical Physics

These courses, designed for students planning to attend graduate school in physics, are to be taken in the senior year at Wofford. Such students should consult with the instructor during the previous semester and thus influence the choice of topics and textbook. Prerequisites: Math 310, Physics 253, 261, and 331.
(3-0-3) each course STAFF

460. Research

A semester of active participation in one of the research projects currently conducted by the faculty. The student will be expected to spend a minimum of six hours per week in reading and laboratory work in connection with the project and write a detailed research report to be retained by the faculty member. Prerequisite: Permission of instructor.
(0-3-2) STAFF

Psychology

JAMES E. SEEGARS, JR., *Department Chairman*
JOHN W. PILLEY, DONALD M. SCOTT

Major Prerequisite:

None.

Major Requirements:

Psychology 321, 322, 331, 332, 341, 342, Math 140 or Psychology 360, and one senior seminar are the course requirements for the major. Courses from the advanced electives series may be included for determining the student's GPA in the major.

Psychology offers a B.S.-degree major only. Thus the major requires eight hours of laboratory science outside the psychology department (the Science 101, 102, 103 courses do not satisfy that requirement).

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

Introductory and General Elective Courses

110. Methods, Tools, and Techniques of Psychology

A general survey of what psychologists do, the tools they use, and problems of current attention.
(3-0-3) STAFF

201. Current Trends and Perspectives in Psychology

As academic psychology is a relatively young field with growth in many directions, this course provides an opportunity for students to review the current research and theoretical basis for much of the significant on-going research in major universities and medical centers. Current areas of emphasis include moral development, sociobiology, behavioral genetics, male/female differences, public education testing programs, brain lateralization, the changing scope of abnormal psychology, and biofeedback. From time to time, new topic areas may be introduced.
(3-0-3) STAFF

205. Human Learning: Experimental and Applied

A survey of the empirical data of human learning, including methodology, historical review, and contemporary views of learning as developed within the viewpoints of behavior and

cognitive psychology. The course will also explore the application of human learning skills to problems such as academics, emotions, and adjustment.

(3-0-3) PILLEY

231. Biological Basis for Behavior

Review of "internal causes" of behavior as well as review of effects of drugs on behavior. Understanding the function of the nervous system emphasized as means for producing behavior and as mechanism for psychoactive drugs. Of particular interest to persons planning careers in human service such as religion, public health, social concerns, and youth activities.

(3-0-3) SCOTT

340. Human Sexuality

This course is divided into two areas of emphasis. First, it provides a much-needed dialogue in an area of strong human concern. There is a careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward meaning and joy in human relationships. Second, there is a careful review of instructional techniques and available materials for those engaged in sex education courses at the junior and senior high school levels.

(3-0-3) SEEGARS

Core Program for the Major

321. Child Development

A study of the total development of the human organism from conception.

(3-0-3) SEEGARS

322. Behavior Pathology

The study of the cause of inappropriate behaviors (including mental illness) and techniques for re-directing them.

(3-0-3) SEEGARS

331. Sensory Psychophysiology

A study of the functions of sensory systems as they relate to behavior.

(3-3-4) SCOTT

332. Neuropsychology

An investigation of the central nervous system structures and their behavioral functions.

(3-3-4) SCOTT

341. Experimental Methods I

A survey of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes.

(3-3-4) PILLEY

342. Experimental Methods II

A continuation of Psychology 341. A survey of the empirical data of experimental psychology including learning, memory, and higher cognitive processes.

(3-3-4) PILLEY

360. Experimental Design

The application of statistics to the design of experiments in the behavioral sciences.

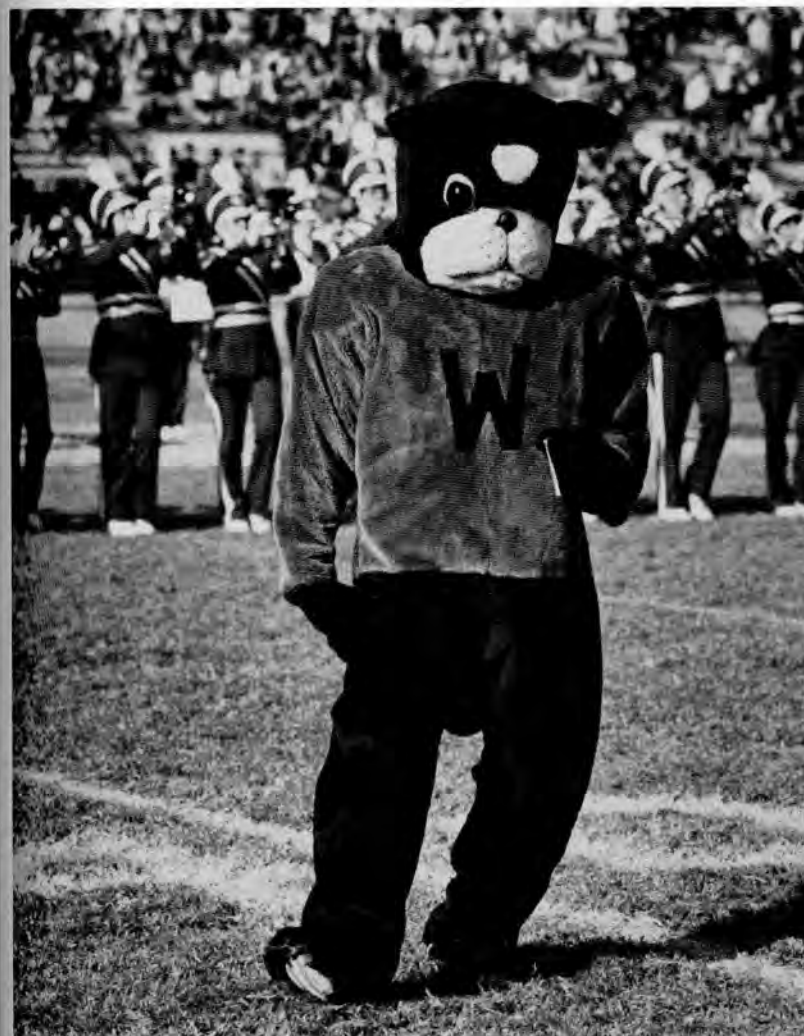
(3-0-3) SCOTT

- 451. Human and Animal Learning and Development I**
A research-oriented seminar focusing on human and animal growth and development. The student will conduct a major experiment, particularly in the areas of learning, motivation, and perception.
(3-0-3) STAFF
- 452. Human and Animal Learning and Development II**
A research-oriented seminar focusing primarily on personality and behavior problems in humans and learning and development in animals.
(3-0-3) STAFF

Advanced Electives Series

- 312. Group Dynamics**
A review in academic and laboratory settings is used to acquaint the student with an understanding of human interaction in small group behavior. The course focuses on theoretical explanations for group interaction as well as current and empirical data. Students have the opportunity to participate in small group activities designed to enhance the classroom presentations. Topics include leadership, persuasion, group process, and propaganda.
(3-0-3) STAFF
- 320. Personality**
The development and identification of personality from an experimental standpoint.
(3-0-3) PILLEY
- 350. The Exceptional Child**
A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made of the diagnosis and etiology of all aspects of exceptional children.
(3-0-3) SEEGARS
- 404. History of Psychology**
Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.
(3-0-3) STAFF
- 410. Industrial Psychology**
A general course designed to acquaint students with the uses of psychology in industrial applications. Strong emphasis placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry.
(3-0-3) SCOTT
- 430. Psychological Assessment**
Standardized tests, their function, construction, and application as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.
(3-0-3) STAFF
- 450. Seminar**
An intensive examination of an advanced area of psychology. Specific content may be designed to meet the needs and interests of the students in such areas as advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, or introduction to clinical psychology.
(3-0-3) STAFF

- 458. Psychology in the Community**
A course in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 10 hours a week in a community program under carefully selected supervisory conditions at such agencies as the Spartanburg Mental Health Center, The Broughton State Hospital, The Charles Lea Center, or The Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF
- 460. Independent Research**
This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(3-0-2) STAFF



Religion

JOHN M. BULLARD, *Department Chairman*

CHARLES D. BARRETT, LARRY T. McGEHEE, WILLIAM W. MOUNT, JR.

Major Requirements:

Twenty-four semester hours in courses selected from groups II-V, including at least one course from each of those four groups. Satisfactory completion of a 200-level course in Greek may be counted as three hours toward fulfillment of a religion major.

I. Introductory Courses

- 201. **The Old Testament**
The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and Apocrypha.
(3-0-3) STAFF
- 202. **The New Testament**
The emergence of Christianity in the world as seen from an analysis of the New Testament writings.
(3-0-3) STAFF
- 203. **The Christian Faith**
The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3-0-3) STAFF
- 205. **Religions of the World**
A historical introduction to the major living religions found throughout the world, including Hinduism, Judaism, Buddhism, Christianity, and Islam. Offered only in Summer Session.
(3-0-3) STAFF

II. The Bible

- 301. **Jesus**
An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
(3-0-3) MOUNT
- 302. **Paul**
A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(3-0-3) MOUNT
- 303. **The Johannine Literature**
A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to "John" in the light of the religious, historical, and literary issues which they raise.
(3-0-3) MOUNT
- 311. **The Prophets of Israel**
The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(3-0-3) BULLARD

312. Israel's Poetry and Wisdom Literature

The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.

(3-0-3) BULLARD

315. Biblical Archaeology

An introduction to the science of archaeology and how it illuminates the religious, cultural, and historical background of the Bible.

(3-0-3) BULLARD

320. Biblical Theology

The major unifying themes of biblical thought and such related issues as the nature of inspiration and the Bible as Word of God.

(3-0-3) BULLARD

III. Theology and Ethics

321. Christian Theology: Practice and Method

A constructive analysis of the persistent human problems which make people theologians and of some responses to these problems which have been developed within the Christian circle of reference. Prerequisite: Philosophy 201 or permission of instructor.

(3-0-3) BARRETT

322. Christian Theology: Themes and Development

A study of the history of Christian ideas which focuses particularly on those critical periods in time in which they underwent redefinition (e.g., the Constantinian era, the age of the Reformation, and the age of the Enlightenment).

(3-0-3) BARRETT

323. Religious Thought in the Twentieth Century

An examination of the thought of major contributors to contemporary theological discussion. Prerequisite: Philosophy 201 or permission of instructor.

(3-0-3) BARRETT

324. New Frontiers in Christian Thought

An analysis of new approaches to persistent religious and theological problems. The course will begin with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explore such subsequent phenomena as the God-is-dead theology, the Charismatic movement, and liberation thought.

(3-0-3) BARRETT

325. Christian Ethics

A study of Christian ethical perspectives as they have developed through history and as they bear on contemporary issues. Prerequisite: Philosophy 201 or permission of instructor.

(3-0-3) STAFF

IV. Religious Traditions

332. Religion in America

Studies in the role played by Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor.

(3-0-3) McGEHEE

355. The Religions of Western Asia

An introduction to the history of religions, beginning with philosophical and anthropological considerations and moving to a phenomenological examination of the four classical monotheistic religions in the Middle East: Judaism, Zoroastrianism, Christianity, and Islam.
(3-0-3) BULLARD

356. The Religions of South and East Asia

A cultural analysis (continuing Religion 355) of Hinduism, Hinayana and Mahayana Buddhism, Confucianism, Taoism, Shinto, and the new religions of Japan.
(3-0-3) BULLARD

V. Advanced Studies**452. Independent Research**

Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally offered for religion majors.
(0-0-1 to 3) STAFF

480+. Special Topics in Religion

A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research.
(3-0-3) STAFF

Sociology

GERALD T. THURMOND, *Acting Department Chairman*
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON, GERALD A. GINOCCHIO,
DAN B. MAULTSBY

Major Prerequisites:

Sociology 200, 210.

Major Requirements:

Sociology 310, 320, 330, plus three electives in the department.

200. Introduction to Anthropology

An introduction to physical and cultural anthropology.
(3-0-3) FERGUSON

210. Introduction to Sociology

An introduction to the sociological perspective.
(3-0-3) GINOCCHIO

215. Sociology of Deviant Behavior

An application of the sociological perspective to "problem" behavior.
(3-0-3) GINOCCHIO

225. Human Ecology

An ecological approach to examine the relationships between natural resource bases and the human societies they support.
(3-0-3) ABERCROMBIE

232. Man and Culture

A study of human behavior in different societies.
(3-0-3) STAFF

**250. Urban Sociology**

An examination of the nature and development of the city and of types of social behavior characteristic of an urban environment.
(3-0-3) GINOCCHIO

260. Social Problems

An examination of social problems such as crime, poverty, inequality, and racism, emphasizing the interplay of the various institutions of society.
(3-0-3) THURMOND

310. The Development of Sociological Theory

A review and analysis of modern social thought and sociological theories.
(3-0-3) GINOCCHIO

315. Sociology of the Family

A study of the family as a social institution.
(3-0-3) THURMOND

320. Social Psychology

A study of the relationship between the individual and society.
(3-0-3) THURMOND

330. Social Research

An introduction to the methods and techniques of collecting and analyzing social data.
(3-0-3) THURMOND

480+. Special Topics

Independent research or exploration of a sub-specialty not offered above.
(3-0-3) STAFF

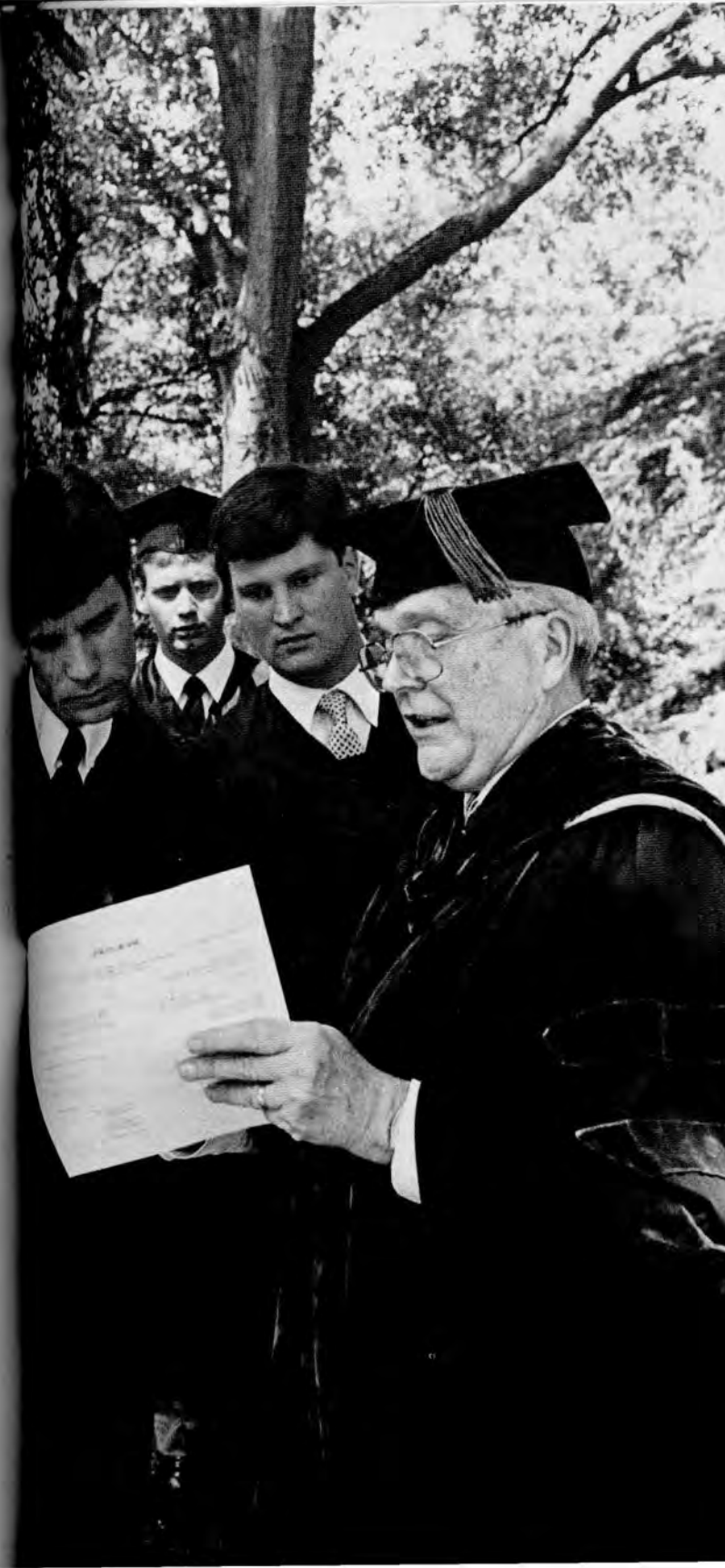
Non-Departmental Courses

Research 106. Introduction to Research Methods

This course focuses on methods of research and of presenting information. Students analyze essays by examining the validity of arguments, evaluating supporting evidence, and recognizing bias. The instructor may be drawn from one of a number of departments, including history, sociology, government, and philosophy. Offered in Summer Session only.
(3-0-3) STAFF

Science 101, 102, 103. Investigation in Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a specific body of content. Each instructor involves his or her students in a scientific area closely related to the instructor's competence and enthusiasm. Sections of these courses are taught by members of the departments of biology, chemistry, geology, physics, psychology. The topic of Science 101 is physical science; 102, life science; and 103, both.
(3-3-4) each course STAFF



The Board of Trustees

Wofford College has twenty-seven trustees, who sit as the legal governing body of the College under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Individual trustees are elected by the South Carolina Conference of the United Methodist Church every two years and may serve six consecutive two-year terms before rotating off the board.

The following listing includes those persons who served as trustees during the 1983-85 academic years and those who were elected to begin terms as trustees in 1985.

JOHN D. BOONE, JR.

Minister, New Francis Brown United Methodist Church
Charleston Heights, S.C.

DAN M. BYRD, JR., CHAIRMAN 1983-84 (Term expired 1984)

Attorney
Rock Hill, S.C.

MARSHALL CHAPMAN

President and Treasurer, Inman Mills
Inman, S.C.

ANNE SPRINGS CLOSE, CHAIRMAN 1984-1986

Businesswoman
Fort Mill, S.C.

ALLEN L. CODE, SR.

Retired Educator
Seneca, S.C.

BRYAN CRENSHAW

Minister, Buncombe Street United Methodist Church
Greenville, S.C.

ROGER HABISREUTINGER

Vice President, Champion, Inc.
Spartanburg, S.C.

JAMES G. HALFORD

Physician and Medical Educator
Anderson, S.C.

E. E. JENKINS (Term expired 1984)

Minister, Easley Charge, United Methodist Church
Easley, S.C.

CHARLES L. JOHNSON

Superintendent, Rock Hill District, United Methodist Church
Rock Hill, S.C.

PHIL M. JONES (Term expired 1984)

Minister, Bethel United Methodist Church
Charleston, S.C.

RUSSELL C. KING, JR., VICE-CHAIRMAN 1983-86

Vice President, Sonoco Products
Hartsville, S.C.

ROGER MILLIKEN

Chairman of the Board and Chief Executive Officer, Milliken & Company
Spartanburg, S.C.

FRANCIS NICHOLSON (Deceased 1984)

South Carolina Circuit Court Judge
Greenwood, S.C.

CONSTANTINOS N. PAPADOPOULOS

Chairman of the Board, Transworld Construction Corporation
Houston, Tex.

ELIZABETH JOHNSTON PATTERSON

South Carolina State Senator
Spartanburg, S.C.

J. EDWIN REEVES, JR.

President, Reeves Brothers, Inc.
New York, N.Y.

JEROME J. RICHARDSON

President, Spartan Food Systems, Inc.
Spartanburg, S.C.

WALTER W. SESSOMS (Term began 1985)

Vice President—Georgia, Southern Bell Telephone Company
Atlanta, Ga.

JOHN W. SIMPSON

Energy Consultant
Hilton Head, S.C.

HUGO S. SIMS, JR.

Real Estate Executive
Orangeburg, S.C.

F. OSCAR SMITH

Minister, Bethel United Methodist Church
Walterboro, S.C.

KATE ELIZABETH SMITH

Physician
Turbeville, S.C.

O. STANLEY SMITH, JR.

Chairman and Chief Executive Officer, Standard Federal Savings & Loan
Association
Columbia, S.C.

HUNTER R. STOKES

Physician and Medical Educator
Florence, S.C.

WALLACE A. STOREY

Chief Engineer, Milliken Service Division, Milliken & Company
Spartanburg, S.C.

T. REGINALD THACKSTON, SECRETARY 1983-86

Minister, John Wesley United Methodist Church
Charleston, S.C.

WILLIAM J. VINES

Minister, Grace United Methodist Church
Lancaster, S.C.

GEORGE W. WHITAKER, JR.

Minister, Trinity United Methodist Church
Greenville, S.C.

WILLIAM H. WILLIMON

Minister to the University, Duke University
Durham, N.C.

JOHN M. YOUNGINER, JR.

Minister, Grace United Methodist Church
North Augusta, S.C.

**Wofford Associates, 1985**

The Wofford Associates are influential men and women who are advocates of independent higher education and who lend their voices to help broaden the understanding and increase the support of Wofford College. Wofford Associates help the College by complementing the Board of Trustees in working with the president and the administrative officers on long-range planning and on development projects.

Joy Ackerman
Walterboro, S.C.

D. Glen Askins, Jr.
Marion, S.C.

Gertrude Bagwell
Spartanburg, S.C.

William Barnet, III
Spartanburg, S.C.

Gregg C. Bissell
Columbia, S.C.

Susan F. Blanton
Spartanburg, S.C.

Charles J. Bradshaw
New York, N.Y.

Floyd I. Brownley, Jr.
Rock Hill, S.C.

Rembert O. Burgess
Spartanburg, S.C.

Sarah S. Butler
Spartanburg, S.C.

Howard B. Carlisle
Spartanburg, S.C.

Jerry A. Cogan, Jr.
Spartanburg, S.C.

Ruth B. Collin
Spartanburg, S.C.

William J. Colvin, Jr.
Holly Hill, S.C.

Braxton M. Cutchin, III
Greenville, S.C.

T. W. Edwards, Jr.
Spartanburg, S.C.

James G. Ferguson
Laurens, S.C.

Oscar J. Fletcher, Jr.
Athens, Ga.

Elaine T. Freeman
Spartanburg, S.C.

B. Shockley Hall
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Cleveland S. Harley
Spartanburg, S.C.

G. B. Hodge
Spartanburg, S.C.

John M. J. Holliday
Gallivants Ferry, S.C.

George Dean Johnson, Jr.
Spartanburg, S.C.

T. Lorin King
Hilton Head, S.C.

Chauncey W. Lever
Greensboro, N.C.

C. Bruce Littlejohn
Spartanburg, S.C.

Albert D. McAlister
Laurens, S.C.

Larry H. McCalla
Greenville, S.C.

J. G. McCracken
Spartanburg, S.C.

Robert R. Odom
Spartanburg, S.C.

Joseph O. Price, Jr.
Nashville, Tenn.

Norman F. Pulliam
Spartanburg, S.C.

J. Roy Richardson
Darlington, S.C.

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Greenville, S.C.

Patrick C. Smith
Columbia, S.C.

Charles A. Spann, Sr.
Spartanburg, S.C.

H. Peter Theiler
Spartanburg, S.C.

Thomas L. Tiller, Jr.
Greenville, S.C.

Thomas T. Traywick
Orangeburg, S.C.

T. Emmet Walsh
Spartanburg, S.C.

John B. White, Sr.
Spartanburg, S.C.

Bland W. Worley
Charlotte, N.C.

Kurt Zimmerli
Spartanburg, S.C.



Wofford College National Alumni Association Board of Directors, 1985

The Wofford College National Alumni Association consists of more than 10,000 persons who attended Wofford for one year or more. The purpose of the organization is to stimulate a permanent and informed interest of all alumni in the work of the College, encourage financial and moral support of the College, perpetuate the friendships formed in the college years, and promote the cause of Christian higher education.

The governing body of the National Alumni Association is the Alumni Board of Directors, which consists of approximately forty alumni elected to serve staggered four-year terms. The officers and members of the Board of Directors are identified below.

In addition to the elected members of the Board, there are several ex officio members. They are the Chairman of the Board of Trustees of Wofford College, the President of the College, the officers of the College development staff, a representative from the College faculty, the President of the Terrier Club (the fund-raising organization for athletics), the Chairmen of the Parents Advisory Council, and the Chairmen of the Alumni and Development Committee of the Campus Union.

PRESIDENT:

Harry S. Bryant '64
Attorney, Bryant, Fanning & Yarborough
Orangeburg, S.C.

PRESIDENT-ELECT:

Boyd C. Hipp, II '74
President, Laurel Properties, Inc.
Columbia, S.C.

PAST PRESIDENT:

J. Frank Morris '68
President, L. P. Morris Company
Winston-Salem, N.C.

NATIONAL ANNUAL FUND CHAIRMAN:

Walter W. Sessoms '56
Vice President—Georgia, Southern Bell Telephone Company
Atlanta, Ga.

DIRECTOR OF ALUMNI PROGRAMS AND THE ANNUAL FUND:

James R. Hackney, Jr. '77 (ex officio)
Wofford College, Spartanburg, S.C.

Forrest A. Abbott '43
President, Forrest Abbott Company
Greenville, S.C.

Ed R. Bagwell '70
Chairman and Chief Executive Officer, Southwind, Ltd.
Columbia, S.C.

Marion W. Beacham, Jr. '66
Vice President and Trust Officer, Bankers Trust of South
Carolina
Greenville, S.C.

Phyllis A. Beaty '82
Project Analyst, South Carolina National Bank
Columbia, S.C.

John C. Bills, IV '70
Real Estate Developer, McCloskey-Bills Development Group
Lake Park, Fla.

Det F. Bowers, Jr. '74
Attorney, Bowers & Bowers
Estill, S.C.

A. B. Bullington '33
Chairman of the Board, ABCO Chemicals, ABCO Industries, Inc.
Fort Myers, Fla.

E. C. Burnett, III '64
Resident Judge, South Carolina 7th Judicial Circuit
Spartanburg, S.C.

David R. Clark '65
President, Thomas & Howard Company, Inc.
Columbia, S.C.

Trudy Wood Craven '78
Librarian, Milliken Research Corporation, Milliken & Company
Spartanburg, S.C.

Tee Ferguson '74
Attorney, Ferguson & Vick/South Carolina State Representative,
House District 31
Spartanburg, S.C.

J. Sidney Fulmer '54
Physician, Fleming, Fleming & Fulmer
Spartanburg, S.C.

Frank D. Goodale, Jr. '55
Owner, F. D. Goodale Jeweler
Camden, S.C.

Max H. Goodloe, Jr. '71
Chairman of the Board, Berkeley Investment Corporation
Richmond, Va.

Clifford L. Gray '71
Editor, *THE PAPER*
Spartanburg, S.C.

James K. Haley '52
Partner, The Shelton Companies
Winston-Salem, N.C.

John A. Hendrix '68
Partner, Sockwell & Hendrix
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Jerry W. Henry '75
Executive Secretary-Treasurer, Fellowship of United Methodists in Worship,
Music, and other Arts
North Augusta, S.C.

Douglas H. Joyce '79
Account Executive, Thomson McKinnon Securities, Inc.
Nashville, Tenn.

James L. Martin '61
President, James L. Martin, Inc.
Naples, Fla.

M. L. "Jack" Meadors, Jr. '55
District Superintendent, The United Methodist Church
Columbia, S.C.

Glen R. Melton '61
Owner, Glen Melton Insurance Agency, Inc.
Spartanburg, S.C.

Reid H. Montgomery '30
Manager, South Carolina Press Association
Columbia, S.C.

L. Glenn Orr, Jr. '62
Vice Chairman, Southern National Bank
Lumberton, N.C.

Cary L. Page, Jr. '58
Chairman, C. L. Page Enterprises
Spartanburg, S.C.

T. Dane Pierce, Jr. '70
Pediatrician, Children's Clinic
Greenville, S.C.

Mack C. Poole, III '55
Physician, Family Medical Center
Spartanburg, S.C.

John M. Rampey '58
Vice President, Milliken & Company
Spartanburg, S.C.

William E. Rone, Jr. '49
Editorial Page Editor, *The State*
Columbia, S.C.

C. Stan Sewell, Jr. '77
Personnel Manager, Cone Mills, Inc., Carlisle Finishing Plant
Union, S.C.

Robert W. Shirley, Jr. '64
Broker, Paine Webber
Charlotte, N.C.

Charles M. Stuart, Jr. '65
Attorney
Greenville, S.C.

Charles L. Talbert, III '79
Certified Public Accountant, Gilman, Brannon, McAbee, Talbert, and Halliday
Spartanburg, S.C.

Harold D. Thompson '60
Vice President, Spartan Mills
Spartanburg, S.C.

John H. Tillotson '51
Assistant Superintendent for Instruction, Spartanburg
County School District 7
Spartanburg, S.C.

Bruce W. White, Jr. '65
Radiologist, Florence Radiology Associates
Florence, S.C.

Woodrow W. Willard, Jr. '74
President, Willard Appraisals & Management Services
Spartanburg, S.C.

Parents Advisory Council

The Parents Advisory Council is composed of parents of current Wofford students. The Council meets twice annually, with a primary goal of strengthening the communications between the College and parents.

CO-CHAIRMEN:

1985 Mr. and Mrs. David Y. Hulse, Sr.
1984 Mr. and Mrs. Richard C. Stanland, Jr.

VICE CHAIRMEN AND PARENTS FUND CHAIRMEN:

1985 Mr. and Mrs. J. L. Watson, III
1984 Mr. and Mrs. David Y. Hulse, Sr.

CLASS OF 1986

Mr. and Mrs. T. E. Andrae, III	Mr. and Mrs. R. M. Newman
Dr. and Mrs. J. C. Brice, Jr.	Mr. and Mrs. Norman S. Richards
Mr. and Mrs. Walter M. Brice, III	Mr. and Mrs. E. Petri Robbins
Mr. and Mrs. E. Curtis Chandler, Jr.	Mr. and Mrs. Harry E. Rothrock, Jr.
Mr. and Mrs. Thomas G. Fosmire	Mr. and Mrs. C. Trippie Slade
Mr. and Mrs. A. Glenn Greene, Jr.	Mr. and Mrs. J. P. Thornton
Mr. and Mrs. W. Harrison Hightower, III	Mr. and Mrs. N. Barton Tuck, Jr.
Mr. and Mrs. David Y. Hulse, Sr.	Mr. and Mrs. L. P. Wexler
Mr. and Mrs. Marcos Fernando Maldonado	Mr. and Mrs. William T. White
Mr. and Mrs. H. V. Nelson, III	

CLASS OF 1987

Dr. and Mrs. John E. Allen	Mr. and Mrs. Joe R. Hannon
Mr. and Mrs. William E. Brannock	Dr. and Mrs. Victor B. Hollowell
Dr. and Mrs. George M. Christopher	Mr. and Mrs. Robert Janas
Mr. and Mrs. Victor S. Evans	Mr. and Mrs. R. B. Shaw
Judge and Mrs. Donald A. Fanning	Mr. and Mrs. T. B. Thackston, III
Rev. and Mrs. Raymond T. Gibson	Mr. and Mrs. J. L. Watson, III

CLASS OF 1988

Mr. and Mrs. James E. Byers, Sr.	Mr. and Mrs. W. F. Hedgepath, Jr.
Mr. William B. Glenn	Mr. and Mrs. Samuel J. B. Hill
Mr. and Mrs. Tom Harris	Mr. and Mrs. Ronald E. Prophet
Dr. and Mrs. J. I. Harrison, III	Dr. and Mrs. Stanley Vermillion
Mr. and Mrs. Frank J. Hawley, Jr.	

The Administration August 1, 1985

Office of the President

DuPre Administration Building

Joab M. Lesesne, Jr., B.A., M.A., Ph.D., *President*

Academic Affairs

DuPre Administration Building

Dan B. Maultsby, A.B., Ph.D., *Dean of the College and Vice President for Academic Affairs*

Jerome R. Cogdell, B.S., M.Div., *Assistant Dean of the College and Coordinator of the Interim*

Admissions

Hugh S. Black Building

Charles H. Gray, B.A., *Director of Admissions*

Roberta Hurley Bigger, B.A., *Assistant Director of Admissions*

David T. Henderson, B.S., *Admissions Counselor*

Timothy M. Lijewski, B.S., *Admissions Counselor*

Cynthia V. Spearman, B.A., *Admissions Counselor*

Financial Aid

Hugh S. Black Building

Donna D. Hawkins, B.A., *Director of Financial Aid*

Susan S. McCrackin, B.S., *Assistant Director of Financial Aid*

Registration and Records

DuPre Administration Building

Edward B. Sydnor, B.A., *Registrar and Director of Summer Session*

Bates L. Scoggins, B.A., M.A., *Registrar Emeritus*

Library Services

Sandor Teszler Library

Oakley Herman Coburn, A.B., M.A. in L.S., *Librarian*

Frank J. Anderson, B.A., M.S. in L.S., *Librarian Emeritus*

David M. Bowles, B.A., M.S. in L.S., *Director of Technical Services*

Alice H. Cochran, A.B., M.L.S., *Acquisitions Librarian*

Barbara Anne Heinick, B.A., M.S. in L.S., *Circulation Librarian*

Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., *Archivist*

Ruth Anne Smith, B. Mus., M.L.S., *Cataloger*

Martha E. Wharton, A.B., M.S. in L.S., *Reference and Periodicals Librarian*

Media Support Center

Campus Life Building

Linda Powers, B.A., M.A.T., M.A., *Director*

Student Affairs

Campus Life Building

J. Michael Preston, A.B., *Vice President for Student Affairs and Dean of Students*

S. Frank Logan, A.B., A.M., *Dean of Students, Emeritus*

RaeJean Lipscomb, B.S., M.Ed., *Assistant Dean of Students*

Declan O'Donoghue, B.S., *Director of Placement*

Kaiser Thomas, Jr., *Assistant Dean of Students and Director of Housing*

Public Safety

Andrews Field House

Joe L. Greenlee, Jr., B.A., *Director of Public Safety*

Student Health Services

Black Infirmary

Thomas A. Malone, M.D., *College Physician*

Melvin D. Medlock, M.D., *College Physician*

Mack C. Poole, M.D., *College Physician*

Ralph A. Tesseneer, M.D., *College Physician*

Dorothy B. Halligan, R.N., *Resident College Nurse*

Ann E. Griffith, R.N., *College Nurse*

Business Management

Snyder House

Edward E. Greene, B.S., C.P.A., *Vice President for Business*

Business Office

Snyder House

Charlotte P. Rogers, B.A., M.Acc., C.P.A., *Controller*

Physical Plant

Curry Building

Wallace B. Henderson, *Director of Physical Plant*

Ed Y. Hall, B.B.A., M.Ed., *Assistant to the Director of Physical Plant*

Food Services

Burwell Building

William L. May, *Director of Food Services*

Carl B. Eleazer, A.A., *Assistant Director of Food Services*

College Store

Campus Life Building

Richard W. Scudder, A.B., *Director*

Development

Marsh Hall

Larry T. McGehee, B.A., B.D., M.A., Ph.D., *Vice President for Development*

James S. Barrett, B.A., M.Div., D.D., L.H.D., LL.D., *Resident Counsel*

David M. Beacham, B.A., *Director of Planned and Major Giving*

Doyle W. Boggs, B.A., M.A., Ph.D., *Director of Information Services*

James R. Hackney, Jr., B.A., M.A.R., *Director of Alumni Programs and the Annual Fund*

Campus Ministry

Burwell Building

William W. Mount, B.A., M.A., M.Div., Ph.D., *Campus Minister*

Intercollegiate Athletics**Campus Life Building**

Daniel B. Morrison, Jr., B.A., M.Ed., *Director of Athletics*
 Eugene F. Alexander, A.B., *Coach Emeritus*
 David L. Blank, B.A., M.B.A., *Assistant Basketball Coach*
 Ladson G. Cubbage, Jr., B.A., *Assistant Football Coach*
 Richard H. Gilstrap, B.S., M.A., *Head Football Coach*
 Craig A. Harward, B.A., M.A.T., *Athletic Trainer*
 Richard A. Johnson, B.S., M.B.A., *Head Basketball Coach*
 Mark D. Line, B.S., M.A., *Baseball Coach and Director of Intramural Sports*
 Terri Lyall, B.A., *Sports Information Director*
 Declan O'Donoghue, B.S., *Soccer and Tennis Coach*
 Crystal C. Sharpe, B.S., M.A., *Women's Basketball and Volleyball Coach*
 William H. Shuler, B.A., M.Ed., *Assistant Football Coach*
 Phillip C. Wilks, B.A., M.A., *Assistant Football Coach*

**The Faculty, 1983-84, 1984-85**

(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abercrombie, III (1973)/*Leave of Absence 1983-84 and 1st Semester 1984-85*
Associate Professor of Sociology
 B.A., Emory University; M.Phil., Ph.D., Yale University

Fred Thomas Adams (1958)/*Retired May 1984*
Professor of Sociology
 A.B., A.M., University of Alabama; Ph.D., Tulane University

Frank John Anderson (1966)/*Retired May 1984*
Librarian
 A.B., Indiana University; M.S. in L.S., Syracuse University

Constance Dean Antonsen (1962)/*Leave of Absence 1st Semester 1984-85*
Associate Professor of Art
 A.B., University of California; M.A., University of Georgia

John Ward Arrington (1983)
Lieutenant Colonel, United States Army
Professor of Military Science
 B.S., United States Military Academy; M.A., University of Texas-Austin

Charles David Barrett (1966)
Professor of Religion and Assistant College Marshal
 A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Ross Hawthorne Bayard (1961)
Professor of History
 B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Paul David Bedard (1981)/*Through June 1984*
Major, United States Army
Assistant Professor of Military Science
 B.A., Columbus College

Curtis Porter Bell (1963)
Associate Professor of Mathematics
 B.S., Wofford College; M.A., Ph.D., University of Georgia

Victor Bilanchone, Jr. (1972)
Associate Professor of Music and Director of Glee Club
 B.A., M.M., D.M.A., University of Miami

Michael James Blackburn (1983)
Captain, United States Army
Assistant Professor of Military Science
 B.S., Colorado State University

Mark Anthony Buffler (1983)
Major, United States Army
Assistant Professor of Military Science
 B.A., University of Tennessee

John Moore Bullard (1961)
Albert C. Outler Professor of Religion
 A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

- Donald Andrew Castillo (1977)
Associate Professor of Chemistry
B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina;
Ph.D., Clemson University
- William Pinckney Cavin (1946)
John M. Reeves Professor of Chemistry and College Marshal
A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina
- Oakley Herman Coburn (1984)
Librarian
A.B., Transylvania University; M.A. in L.S., University of Kentucky
- Ladson Gentry Cabbage, Jr. (1977)
Assistant Football Coach
B.A., Elon College
- Caroline Allen Cunningham (1984)
Instructor in Foreign Languages
B.A., University of Georgia; M.A., University of North Carolina
- David Cook Kemper Curry (1983)/2nd Semester Only
Lecturer in Philosophy
B.A., Wofford College
- John Thomas Daurity (1982)/Through May 1985
Director of Intramurals and Head Baseball Coach
B.S., Appalachian State University
- Joaquin Fernandez DeVelasco (1963)/Retired May 1985
Associate Professor of Foreign Languages
B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana
- Miranda Gail Somers DiMarco (1984)
Lecturer in Music
B.A., College of Charleston
- Harry Donald Dobbs (1955)
Professor of Biology
A.B., M.S., Ph.D., Emory University
- Dennis Michael Dooley (1969)
Associate Professor of English
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University
- Linton Reese Dunson, Jr. (1966)
Fred A. Gosnell, Sr., Professor of Government
A.B., University of Georgia; Ph.D., University of Virginia
- Lewie Wayne Earhardt (1977)/Through March 1985
Assistant Director of Athletics and Head Basketball Coach
B.S., University of South Carolina
- Frank Arthur Elston (1984)
Lecturer in Economics
B.A., Wabash College; Ph.D., University of Virginia; J.D., Emory University

- Carolyn Andrew Pizzulo Eschenbach (1983)/ 2nd semester through December 1984
Lecturer in Mathematics
B.S., M.S., University of Florida
- David Wilbur Ferdon (1983)/Through May 1984
Instructor in Physics
B.S., Wilkes College; M.S., University of South Carolina
- Terry Andrew Ferguson (1984)
Instructor in Archaeology
B.A., Wofford College
- Vivian Boyd Fisher (1973)
Associate Professor of English
B.A., Duke University; M.A., Ph.D., Emory University
- Ronald Kenneth Fuller (1984)
Band Director
B.S., New Mexico Western College; M.S., Arizona State University
- Patricia Ann Gainey (1979)/Through May 1984
Director of Women's Sports and Instructor in Physical Education
B.S., Winthrop College; M.A., Appalachian State University
- Gerald Allen Ginocchio (1980)
Assistant Professor of Sociology
B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire
- Charles Francis Gosser (1982)/Through May 1984
Instructor in Geology
B.S., M.S., Wayne State University
- Harold William Green (1965)
Associate Professor of Accounting
B.S., Shippensburg State College; Litt.M., University of Pittsburgh
- Edward Eugene Greene (1976)
Vice President for Business and Lecturer in Accounting
B.S., University of Tennessee; C.P.A.
- Susan Cass Griswold (1980)/Leave of Absence 1st Semester 1984-85
Associate Professor of Foreign Languages
B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University
- James Richard Gross (1966)
Professor of English and Theatre
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University
- Lee Oliver Hagglund (1977)
Associate Professor of Mathematics
B.A., Gustavus Adolphus College; Ph.D., Duke University
- Daniel Hayman Hank (1978)
Assistant Professor of Humanities and Philosophy
B.A., University of North Carolina; M.A., Ph.D., New York University
- Matthew Archie Henderson, III (1974)
Lecturer in Economics
B.A., University of Florida; J.D., Vanderbilt University

Edmund Henry (1970)

Associate Professor of English

A.B., Syracuse University; Ph.D., University of Rochester

James Carroll Holland (1982)/Through January 1984

Assistant Football Coach

B.S., Appalachian State University; M.Ed., Clemson University

William Brooks Hubbard (1964)

Associate Professor of Biology

B.S., Wofford College; M.Ed., University of North Carolina

Herbert Hucks, Jr. (1947)

Archivist

A.B., Wofford College; M.A., B.A. in L.S., Emory University

Walter Edward Hudgins (1972)

Associate Professor of Philosophy

A.B., B.D., Ph.D., Duke University

Albert Lewis Jeter (1977)/Through May 1984

Lecturer in Music

B.A., Wofford College

Caroline Brown Johnston (1984)

Lecturer in Education

B.A., Converse College

Lewis Pinckney Jones (1946)

William R. Kenan, Jr., Professor of History

A.B., M.A., Wofford College; Ph.D., University of North Carolina

Philip Sven Keenan (1981)

Assistant Professor of Accounting

B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.

James Albert Keller (1972)/Leave of Absence 2nd Semester 1983-84

Associate Professor of Philosophy

S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary;
M.Phil., Ph.D., Yale University

Joseph Howard Killian, Jr. (1967)

Associate Professor of History

B.A., Wake Forest College; Ph.D., University of North Carolina

Kathy Jo Koberstein (1983)/Through May 1984

Instructor in Foreign Languages

B.A., Carroll College; M.A., Middlebury College

Walter Raymond Leonard (1948)

John M. Reeves Professor of Biology

A.B., Tusculum College; A.M., Ph.D., Vanderbilt University

Joab Mauldin Lesesne, Jr. (1964)

President of the College and Professor of History

B.A., Erskine College; M.A., Ph.D., University of South Carolina

Ta-Tseng Ling (1966)

Associate Professor of Government

B.A., National Cheng-Chi University; M.A., Ph.D., University of Tennessee

RaeJean Lipscomb (1983)/1st Semester Only

Lecturer in Psychology

B.A., M.Ed., University of Delaware

William Clarence Maddox (1984)

Assistant Professor of Physics

B.S., M.S., Ph.D., Clemson University

George Brantley Martin (1981)

Associate Professor of English

A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester

Dan Baker Maulsby (1969)

Vice President for Academic Affairs and Dean of the College

Associate Professor of Sociology

A.B., Wofford College; Ph.D., University of Tennessee

Larry Thomas McGehee (1982)

Vice President for Development and Professor of Religion

B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

William Donald McMurry (1983)/Through May 1984

Instructor in Economics

A.B., Davidson College

Vincent Earl Miller (1957)

Professor of English

B.A., New York State College for Teachers; Ph.D., University of Minnesota

William Scot Morrow (1970)

Associate Professor of Chemistry

B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D.,
University of North Carolina

William Wilson Mount, Jr. (1977)

Associate Professor of Religion and Campus Minister

B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D.,
Yale University

Peggy White Nickson (1984)

Lecturer in Foreign Languages

B.A., Stetson University; M.A., Vanderbilt University

Daniel Wayne Olds (1963)

Director of Computer Center and Computer Services and Professor of Physics

A.B., Wabash College; Ph.D., Duke University

Ernest Gibbes Patton (1963)

Associate Professor of Biology

B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

John Moultrie Paulling (1984)

Assistant Professor in Mathematics

B.S., Georgia Institute of Technology; M.S., Ph.D., North Carolina State University

Marie Johnston Peck (1984)/1st Semester Only
Assistant Professor of Foreign Languages
 B.A., Ph.D., The University of New Mexico

Prentice C. B. Phillips (1984)
Captain, United States Army
Assistant Professor of Military Science
 B.A., Wofford College

John William Pilley (1969)
Associate Professor of Psychology
 B.A., Abilene Christian College; B.D., Princeton University; M.A., Stetson University; M.S., Ph.D., Memphis State University

Linda Powers (1978)
Director of Media Support Center and Lecturer in Communications, Journalism, and Foreign Languages
 B.A., University of Miami; M.A.T., Converse College; M.A., University of South Carolina

David Hyde Prince (1958)
Professor of Education and Psychology
 A.B., M.A., Wofford College; Ph.D., University of North Carolina

James Edwin Proctor (1981)
Associate Professor of Finance
 B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University

Philip Noel Racine (1969)
Associate Professor of History
 A.B., Bowdoin College; M.A., Ph.D., Emory University

Mary Hope Rhodes (1979)/Leave of Absence 1984-85
Lecturer in Education
 B.A., Converse College; M.Ed., University of South Carolina

Richard Long Robinson (1966)/Leave of Absence 1st Semester 1983-84
Professor of Mathematics
 B.S., Wofford College; M.A., Ph.D., University of Tennessee

John Roscoe (1982)/2nd Semester through January 1984
Assistant Football Coach
 B.S., Guilford College

Melissa Maxine Rundlett (1983)/Through May 1984
Instructor in English
 A.B., University of Georgia; M.A., University of South Carolina

Donald Marcell Scott (1966)
Associate Professor of Psychology
 B.A., M.A., Ph.D., Florida State University

James Edward Seegars, Jr. (1962)
Professor of Psychology
 A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

John Lewis Seitz (1976)
Associate Professor of Government
 B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Crystal Camille Sharpe (1984)
Director of Women's Sports and Instructor in Physical Education
 B.S., M.A., Western Carolina University

William Hal Shuler (1984)/2nd Semester
Assistant Football Coach
 B.A., Appalachian State University; M.Ed., The Citadel

Karine Margaret Simpkin (1982)/Through December 1983
Instructor in Mathematics
 B.A., The King's College; M.A., University of Maryland

Matthew Arnold Stephenson (1970)
T. B. Stackhouse Professor of Economics
 B.S., University of South Carolina; Ph.D., Tulane University

Duane Austin Stober (1963)
Associate Professor of Physical Education
 B.S., Mankato State College; M.S., Indiana University

Donald Edmund Strebel (1980)/Through May 1984
Assistant Professor of Mathematics
 B.A., B.S., University of Rochester; M.S., Ph.D., University of California, San Diego

Edward Bates Sydnor (1970)
Registrar and Director of Summer Session
 B.A., Wofford College

Christopher Sylvia (1983)
Captain, United States Army
Assistant Professor of Military Science
 B.S., Northwestern State University of Louisiana

Thomas Vernon Thoroughman (1966)
Associate Professor of History
 B.A., M.A., Emory University; Ph.D., University of North Carolina

Gerald Thomas Thurmond (1980)
Assistant Professor of Sociology
 B.A., Baylor University; M.A., Ph.D., University of Georgia

LeAnne Carpenter Thurmond (1983)/Through December 1984
Lecturer in History and Humanities
 B.A., Baylor University; M.A., Ph.D., University of Georgia

David Lee Tinsley (1982)
Instructor in Economics
 B.S., M.S., University of Illinois; Ph.D. candidate, University of Illinois

Deno Pedro Trakas (1980)
Assistant Professor of English and Director of Reading Center and Writing Laboratory
 B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

Elaine Stone Wagner (1977)
Lecturer in Art
 B.F.A., Moore College of Art

James McMackin Wallace (1982)/Through January 1985

Assistant Football Coach

B.S., University of South Carolina; M.Ed., Western Carolina University

Richard Mathias Wallace (1982)

Assistant Professor of Economics

A.B., Ph.D., University of South Carolina

Larry Verne Watson (1980)/Through May 1984

Band Director

B.M.E., Oklahoma State University; M.M., Converse College

Daniel Wayne Welch (1978)

Associate Professor of Physics

B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University

David Melvin Whisnant (1983)

Associate Professor of Chemistry

B.S., University of Illinois; Ph.D., University of Wisconsin

Alanna Ivey Wildman (1984)

Lecturer in Art

B.A., Converse College; M.A., Vanderbilt University

Phillip Cooper Wilks (1984)/2nd Semester

Assistant Football Coach

A.B., M.A., Marshall University

Carol Brasington Wilson (1984)

Instructor in English

B.A., Wofford College; M.A., University of South Carolina

Annemarie Jansen Wiseman (1984)/1st Semester Only

Lecturer in Foreign Languages

M.A., Antwerp State University

Dennis Michael Wiseman (1979)

Assistant Professor of Foreign Languages

B.A., M.A., University of Arizona; Ph.D., University of North Carolina

Professors Emeriti, 1983-84, 1984-85

Fred Thomas Adams

Professor of Sociology, Emeritus

A.B., A.M., University of Alabama; Ph.D., Tulane University

Frank John Anderson

Librarian, Emeritus

A.B., Indiana University; M.S. in L.S., Syracuse University

Lawrence Harris Chewning, Jr.

Professor of English, Emeritus

B.A., Furman University; M.A., Ph.D., University of Virginia

Philip Stanhope Sheffield Covington

Professor of English, Emeritus

A.B., Emory University; A.M., Duke University; Lit.D., Wofford College

John Wilbur Harrington

Professor of Geology, Emeritus

B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina

William Alonzo Parker

Professor of Physics, Emeritus

A.B., Davidson College; M.A., Duke University

Howard McIever Pegram

Professor of Mathematics, Emeritus

B.A., Wofford College; A.M., Duke University

John Leonard Salmon

John M. Reeves Professor of Foreign Languages, Emeritus

A.B., Centre College; A.M., Harvard University

William Woodrow Scheerer

Professor of Physical Education, Emeritus

B.S., Memphis State College; A.M., Columbia University

Joseph Secondi

Professor of English, Emeritus

A.B., M.A., University of Virginia

Degrees and Honors Conferred 1983

Bachelor of Arts Degree

Myria Adam Adamidou

Robert Garland Allen

James Henry Amick, Jr.

Alvin Laccorn Ashby

Rhett Meriwether Baker

George Gary Ballard

James Lindsey Blair

Stephen Wayne Boggan

Reginald Keith Boone

Adville Barnes Boyle, III

Charles Jackson Bradshaw, Jr.

Timothy Leo Brady

James Theodore Brewton

Brooks Roy Burdette

Christopher Lytle Cannon

Julian Franklin Cantrell

Henry Paige Carlton

Mark Tysor Carter

Weyman Craig Carter

Mark Davis Cauthen

Catherine Ann Chatham
Helen Ruth Christopher
Cecil David Clark
Shufford Buttons Coleman
Ellis Dewayne Colvin
Russell Dean Cook
James Judson Cooksey, Jr.
Kim Arminda Curry
Lynn Ella Curry
Selena Meredith Daniel
Cameron Scott Davidson
James Lee Davis
Raymond Anthony Denny, III
Sonya Yvette DesChamps
Pete Gus Diamaduros
Walter Thomas Dickson, Jr.
Angela Lucile Dillard
Charles Henry Dorman
Michael LeMay Dye
James Stuart Engle
Stephen Page Ericson
Douglas Abernethy Evans
Craig Taylor Ferguson
Kurtis Lee Fields
Michael Dewitt Fields
Mitchell Fielden Figgins
Rosanne Flack
Kim Florence
Novella Rae Fortner
James Robert Fowler, Jr.
James Russell Fowler
Alfred Andrew Gabala, Jr.
Charlton Kevin Gainey
William Scott Gantt
William Andrew Gowder, Jr.
Perry Hudson Gravely
Susan Elaine Gray
William Michael Greenway
William Harris Grier, III
Thomas-Arthur Kirk Hall
James William Hamilton
Lyndon Fitzgerald Harris
Joyce Lynn Hendricks
David Ray Herbert
Amy Barnhardt Hipp
Joseph Alme Hodge, Jr.
Perry Lee Holloway
Warren Edward Hoy
Richard Emanuel Hussey, Jr.
Alvin Dean Johnson
Anton Walter Johnson
Beverly Dorine Jones
David Park Kendrick
Patricia Diane Keziah
Arnold Wade Lang
Eugenia Michelle Lang
Patrick Ronald Lawson
Charles Mitchell Lee

Elizabeth Walker Lewis
Thomas Matthew Lindh
John Phillip Liston
Frank Etheridge Lybrand
George Lee McCarter
Sidney Monroe McCrackin
Frank Austin McCrory, Jr.
John Scott McFadden
John Paschal Meadors
Rebecca Anne Meyer
Faune Adrienne Mixon
Timothy Lee Moore
Corinne Isabel Morrison
Francis Michael Morrison
Vickie Rosalind Muller
Tamra Frances Nulvens
Janet Lynn Nixon
David Lee Ott
Antonio Chapman Outlaw
William Lee Parrish, Jr.
Curtis Patterson
William Gregory Peay
Van McGinnis Perry
William Harvey Phillips
Gino Alan Prioletti
Lucy Quinn
John Woodson Rabb, Jr.
Timothy Ayres Renfrow
Barry Robert Rhodes
Anita Lynn Rice
Timothy Spencer Rice
David Leon Richardson
Dorsey Palmer Richardson
Thomas Boyd Richardson
Liston Anderson Rogers
James Edward Schuler
Laughlin Marion Shipp
Joel Craig Skinner
David Franklin Smith
Laurin Cole Smith
Lydia Annette Smith
Richard Mortimer Smith, II
Susie Ann Smith
Charles Edward Snipes, III
Craig Stevens Sparks
Steven Daniel Starnes
Marygrace Steele
David Scott Steinmeyer
Randall Bernard Stewart
Robert Raymond Stoccardo, Jr.
Abner Pierce Stockman, III
Brian William Thomas
Mark David Thomas
Susan Dianne Thorne-Jordan
Hal Douglas Townsend, Jr.
Lillian Parnell Turner
Wanda Dale Walker
Vanessa Geverne Watson

Karen Lynn Weishuhn
Henry Michael Wessinger
Timothy Michael Wheatley
Leslie Jenene Whitaker
Christopher Verone White

Thomas Manly Whitener, III
Stanley Earl Wilson
Charles Edward Wood
Tamara Ann Wooten
George William Yarbrough, III

Bachelor of Science Degree

Mark Scott Ady
Marcus Dawson Antley, Jr.
Allen Wayne Barbare
Mark Eugene Bargerion
Riddick Richard Blocker, III
Jesse James Boyd, Jr.
James Sloan Bradford
Katie Marie Bultman
Rhonda Renee Burdette
Lisa Anne Burns
Edwin Oscar Byrd, III
Larry Newton Byrd
Ardrina Rene Caldwell
Anne-Marie Anderson Callcott
Charles Neal Carnes
Anthony Ray Clary
Katherine Anne Close
Charles Cleveland Colhoun
Juan Carlton Collins
Christopher Keith Cothran
Betsy Kay Davis
John Carroll Doubles
George Dial DuBose
Aline Duncan DuPre
Alan Dale Elvington
Anthony Bernard Gaines
Geoffrey Gettliffe
Tung Nguyen Giep
Jacqueline Denise Glenn
John Herman Greinwald, Jr.
Laura Sullivan Griffin
Nancy Lynn Haldeman
James Randal Hall
Sidney Bjork Hanes
Celestine Harvin
Glenn Robert Head
Melissa Joy Hodge

Gary Peter Horvath
Harold Damon Jackson
Karen Sonja Jenks
Karl David Kelley
Milton Gary Kimpson
William Thomas Knott, Jr.
Jeffrey Edward Lanford
Michael Christopher Marshall
Peter Steve Maurides
Kathey Delorise Mays
Patricia Ann McCoy
Kimberly Ann McCrea
Joel Dennis McGaha
Leslie Love McMillan, III
Paul Douglas Meyer
Mark Tillman Moore
David Hewitt Moyd
Clifford Brian Odom
Jonathan Jones Paine
Pamela Gaye Parnell
Sharon Lee Pileggi
Marcia Elizabeth Reeder
Carl Wendell Richardson
William Bruce Richmond, II
Mary Elise Schloeder
Thomas Dedrick Siegfried
Pratya Siriawat
Hunter Rhoad Stokes, Jr.
James Marcus Sutherland
Lori Marie Thomas
Allen Floyd Tuthill
Shannon Lee Tyler
Garland Thomas Vaughn
Alvin Francis Wells
Laura Lynne Wilkinson
Loretta Angela Woods

Honorary Degrees

Milton Kimpson Doctor of Humanities
Daniel Rogers McLeod Doctor of Laws

Honors in 1983 Graduating Class *Summa Cum Laude*

Brooks Roy Burdette
William Andrew Gowder, Jr.
Perry Hudson Gravely

John Herman Greinwald, Jr.
Alvin Dean Johnson
Milton Gary Kimpson

Peter Steve Maurides
Sidney Monroe McCrackin
Kimberly Ann McCreia

Magna Cum Laude

Myria Adam Adamidou
Larry Newton Byrd
Catherine Ann Chatham
Helen Ruth Christopher
Katherine Anne Close
Laura Sullivan Griffin
Joyce Lynn Hendricks
Charles Mitchell Lee
Michael Christopher Marshall
Patricia Ann McCoy

Cum Laude

Julian Franklin Cantrell
Charles Neal Carnes
Betsy Kay Davis
Pete Gus Diamaduros
Rosanne Flack
Tung Nguyen Giep
James Randal Hall
Joseph Alme Hodge, Jr.
Melissa Joy Hodge

High Honors in Philosophy

Brooks Roy Burdette

Algernon Sydney Sullivan Awards

John Wilbur Harrington

Mary Mildred Sullivan Awards

Frances K. Scott

Class of 1983

B.A. Graduates	146
B.S. Graduates	73
TOTAL GRADUATES	219

Degrees and Honors Conferred 1984

Bachelor of Arts Degree

Kimberly Diane Adams
Abas Afshar
Blake Carter Alders
Franklin Delano Allen
Thomas Mark Alverson
Michael James Arakas
William Robert Arnold

Pamela Gaye Parnell
Laura Lynne Wilkinson

Lucy Quinn
John Woodson Rabb, Jr.
Timothy Spencer Rice
Laurin Cole Smith
David Scott Steinmeyer
Hunter Rhoad Stokes, Jr.
Brian William Thomas
Susan Dianne Thorne-Jordan
Karen Lynn Weishuhn
Charles Edward Wood

Beverly Dorine Jones
Elizabeth Walker Lewis
Thomas Matthew Lindh
Kathy Delorise Mays
Rebecca Anne Meyer
Mark Tillman Moore
Lydia Annette Smith
Lillian Parnell Turner
Vanessa Geverne Watson

Alvin Francis Wells

Novella Rae Fortner

John Thomas Bailey, Jr.
Nancy Ellen Barr
James Anderson Bass, III
Robert Curtis Baughn
Janet Lee Benson
Randall James Booth
Perry Dana Boulter

Barry Charlton Brasington
Michael Patrick Brennan
Franklin Joseph Brown
Joe Thomas Burchette, Jr.
Randy Harold Butler
Anthony Dewitt Cameron
Dana Alison Campbell
Susan Jane Cann
Lisa Ruth Capell
Robert Ira Carey
Edward Bradford Church
Lisa Jill Clary
Emilio Vincent Coirini
Sophia Bill Copes
Eric Andrew Crapse
Manning Young Culbertson
Max Lee Cummings, Jr.
David Lindsey Cunningham
Charles Thomas Davis
Julie Lynn Davis
Norma Amanda DeHowitt
Stephen Malone Dodson
Joseph Marion Donald, III
Thomas Wiley Dorn, II
Dineen Michele Dunphy
Stephen O'Neill Edwards
Aimee Beth Elliott
Paige Bradley Eppley
Stephen Joseph Everman
Robert Craig Field
Michael Joseph Fisher
William Harvey Floyd, III
Steven Berry Ford
Marianna Gloria Fordham
John Myles Fortson
William Robison Foster
Wayne Keith Freeman
Daniel John Fritze
Randall Gray Fuqua
Patricia Elizabeth Gardner
Daniel Morrell Gentry
John Ellis Gibson, Jr.
Richard Thomas Goodman
William Blair Graham
Herbert Caudle Grant
Jabez Reid Gravely
Neil Estridge Grayson
Dennis Bates Groce
Douglas Lee Habberstad
Donald Austin Hairston
David Harold Hanna
Brett Wells Harris
Michael Stephen Harvey
Steven Dozier Haymond
Virginia Cynthia Henderson
John Kirkwood Hendricks, Jr.
Lewis Lesesne Hendricks, Jr.
William Eugene Holcombe
David King Hollis, III

Townsend Van Holt, Jr.
Kenneth Rutland Huggins
Jay Clark Hughes
Margaret Kathryn Hunt
Thomas Alan Hutchins
Jacob Hill Jennings, Jr.
Thomas Waring Johnston
David Morris Jones
Wade Hampton Jones, III
Harold DeVoe Jordan, Jr.
Thomas Howard Keim, Jr.
Kenneth Marshall Kirkpatrick
John Baynard Klauber
Lonnis Andrew Koontz
Jerry Joseph Kuehne
Jennifer Aldridge Lamb
Christopher Peter Laux
Scott Carter Lea
Gregory Francis Litra
John Dale Madden
John James Mankowski
Charles Conrad Martin, Jr.
Charles Raysor May, IV
Connie Marie McCall
Darrin Fredrick McCaskill
Clarence Brabham McCully
James Elliott McDonald, Jr.
Elsie Brannon McDowell
David Albert Menzer
Marguerite Elaine Metts
Beth Ann Campbell Millsap
Frank Lee Minor
David Benton Montgomery
Mark Carroll Moore
Sherry Lynn Morrow
Roy Bridges Morton
Kevin Gene Mundy
Katherine LaVonne Nalley
Benjamin Edward Nicholson, V
Claudia Beth Norton
Belton Ragsdale O'Neill, III
Glen Dixon Padgett
John Jay Peay
Mark Kenneth Peay
William Llewellyn Pope, Jr.
Roy Arlington Porter
Joseph Kelley Richardson
Cheryl Anne Roberson
Crystal Renee Rogers
James Stephen Rush
William Schwartz
Thomas Harley Shults
Michael Todd Sill
Allyson Dee Smith
Pamela Ann Smith
Stuart Lee Smith
James Warren Snead
Cynthia Virginia Spearman
Kenneth Dale Spence

Gregory McKnight Spigner
 Mark Elliott Sprinkle
 Maria Teresa Srivoraphan
 Frank Michael Starosto
 Clare Angela Sturkey
 Jacob West Summers, III
 Jack Campbell Thames, Jr.
 Amanda Reagan Thomas
 Bryce Edwin Thorpe
 William James Thrower
 Bonita Cudd Towery
 Stephanos Gus Trakas
 Sheryl Ann Turner
 Jeffrey David Underdal
 Daniel John Villani

Bachelor of Science Degree

Amelia Jo Ariail
 William Minor Barnette
 Cheryl Ann McKinney Berry
 Eric Bibelnicks
 Phillip Warren Bonds
 Gregory Russell Boone
 Jack Calvin Borders, Jr.
 William Elliott Hughes Caldwell, IV
 Vernon DeFoix Campbell
 Robert Ira Carey
 David Alan Carlisle
 George Heriot Clarkson
 James Early Colbert, Jr.
 Amy Belinda Cooper
 Michael Keith Crisp
 Marcia Paulette Crocker
 William Gary Cross
 Catherine Lynne Cabbage
 Bonnie Lynn Ferguson
 Walter Craig Fisher
 Karen Lynne Fowler
 Anthony Donell Gibbs
 Steve Hoyt Gilman, Jr.
 Gregory Blake Goode
 William Wallace Hammill
 Gregory Keith Hardigree
 Susan Whitt Harris
 David Teasley Henderson
 Gerald Dean Henderson, Jr.
 Lesley Gale Hill

Honorary Degrees

Edward King Hardin, III Doctor of Laws
 Granville Aiken Hicks Doctor of Divinity
 John Edward Reeves Doctor of Science

Timothy Price Walter
 Joseph Calhoun Watson
 Edward David Weathers
 Hugh Todd Webber
 William Polk Weeks
 Frederick Wessels, IV
 Wade Karl Wessler
 Linda Louise West
 Joy Wilder
 Karen Maheras Wilson
 Willis Josey Woodham, Jr.
 Nathan Warren Woody
 Charles Victor Worthy, Jr.
 Harry Charles Yett, III
 Arthur William Yex

Douglas Keith Holtzman
 Michael Wayne Inzer
 Walter Russell Johnson
 Jeffrey Marc LaFond
 Lia Lee
 David Jesse Moody, II
 Thomas Hampton Mossburg
 Glenn Alan Moyd
 Rudolph Mitchell Newman, Jr.
 Son Cuu Nguyen
 Robert Andrew Nielsen
 Bryant Norwood Poston
 Harmit Singh Randhawa
 Charlotte Anne Rhyne
 Mark Scott Sargent
 Jean Lynelle Sasser
 Kevin Walter Schmid
 Edward Grainger Smith
 Mary Elizabeth Smith
 Robert Bradley Smith
 Maridee Jean Spearman
 George Pericles Stamatiades, Jr.
 Gerald Wayne Terry
 Linda Carol Thomas
 Lori Ann Tipton
 Eric Charles Troyer
 Beth Darlene Wilburn
 Julie Meredith Wofford
 Annie Pearl Woolridge
 Jody Leigh Zeigler

Honors in 1984 Graduating Class

Summa Cum Laude

Eric Bibelnicks
 Barry Charlton Brasington
 William Elliott Hughes Caldwell, IV
 Robert Ira Carey
 Charles Thomas Davis
 Gregory Keith Hardigree
 Douglas Keith Holtzman
 Wade Hampton Jones, III

James Elliott McDonald, Jr.
 Kevin Gene Mundy
 Rudolph Mitchell Newman, Jr.
 Eric Charles Troyer
 Joseph Calhoun Watson
 Joy Wilder
 Julie Meredith Wofford

Magna Cum Laude

Amelia Jo Ariail
 Nancy Ellen Barr
 Philip Warren Bonds
 Jack Calvin Borders, Jr.
 Lisa Ruth Capell
 William Harvey Floyd, III
 Daniel John Fritze
 Gregory Blake Goode
 William Wallace Hammill
 David Harold Hanna
 Kenneth Marshall Kirkpatrick

Jennifer Aldridge Lamb
 Gregory Francis Litra
 John James Mankowski
 Elsie Brannon McDowell
 Sherry Lynn Morrow
 Benjamin Edward Nicholson, V
 Claudia Beth Norton
 Kevin Walter Schmid
 Maridee Jean Spearman
 Mark Elliott Sprinkle
 Linda Louise West

Cum Laude

William Minor Barnette
 Perry Dana Boulier
 Vernon DeFoix Campbell
 Amy Belinda Cooper
 Max Lee Cummings, Jr.
 Walter Craig Fisher
 Neil Estridge Grayson
 Douglas Lee Habberstad
 Susan Whitt Harris
 Michael Stephen Harvey

David Teasley Henderson
 Marguerite Elaine Metts
 Beth Ann Campbell Millsap
 David Jesse Moody, II
 Thomas Hampton Mossburg
 Michael Todd Sill
 Robert Bradley Smith
 Karen Maheras Wilson
 Willis Josey Woodham, Jr.

High Honors in Biology

Jack Calvin Borders, Jr.

High Honors in Chemistry

Robert Ira Carey

Algernon Sydney Sullivan Awards

James Kirkland Mancke

Kenneth Marshall Kirkpatrick

Mary Mildred Sullivan Awards

Katie Adams Hodge

Nancy Ellen Barr

Class of 1984

B.A. Graduates	162
B.S. Graduates	60
TOTAL GRADUATES	222

Student Body Statistics

Students Entering September 1983

New Students		Former Students	
(Day 44, Resident 233)	277	(Day 10, Resident 7)	17
Transfer Students		Special/Non-Credit Students	
(Day 26, Resident 24)	50	(Day 15, Resident 0)	15
		Total	359



Geographical Distribution of Student Body 1983-84

Alabama	9	Ohio	1
Arkansas	1	Pennsylvania	1
California	1	South Carolina	812
Connecticut	1	Tennessee	8
District of Columbia	2	Virginia	3
Florida	55	Total U.S.	1092
Georgia	74	Antigua	1
Illinois	2	England	1
Indiana	1	Greece	1
Kentucky	4	Iran	1
Massachusetts	1	Poland	1
Maryland	4	Venezuela	2
Michigan	1	Total Enrollment	1099
North Carolina	100		
New Jersey	6		
New York	5		

Students Entering September 1984

New Students		Former Students	
(Day 42, Resident 262)	304	(Day 7, Resident 13)	20
Transfer Students		Special/Non-Credit Students	
(Day 13, Resident 14)	27	(Day 10, Resident 1)	11
		Total	362

Geographical Distribution of Student Body 1984-85

Alabama	9	South Carolina	814
Arizona	1	Tennessee	7
Connecticut	2	Texas	1
District of Columbia	2	Virginia	10
Florida	56	Washington	1
Georgia	72	Total U.S.	1088
Illinois	2	Bahamas	1
Indiana	2	Colombia	1
Kentucky	2	England	1
Louisiana	1	Greece	1
Massachusetts	1	Holland	1
Maryland	2	Korea	1
Michigan	2	Poland	1
Mississippi	1	United Arab Emirate	1
North Carolina	90	Venezuela	2
New Jersey	5	Total Enrollment	1098
New York	4		
Pennsylvania	1		

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 - Finance/110
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 - History/121
 - Humanities/125
 - Mathematics/127
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